DOCUMENT RESUME

ED 424 148 SO 028 979

TITLE	Tora no Maki II. Lessons for Teaching about Contemporary Japan.
INSTITUTION	National Council for the Social Studies, Washington, DC.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
ISBN	ISBN-0-87986-074-X
PUB DATE	1997-00-00
NOTE	180p.; For book 1, see SO 028 469.
CONTRACT	RR93002014
AVAILABLE FROM	National Council for the Social Studies, 3501 Newark Street, NW, Washington, DC, 20016, Tel: 202-966-7840.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Area Studies; *Asian History; Economics; Elementary Secondary Education; Foreign Countries; Geography; *Global Education; *Multicultural Education; National Standards; Social Studies; Teaching Guides
IDENTIFIERS	*Japan

ABSTRACT

"Tora no Maki" or "Scroll of the Tiger" is a teacher's guide designed to aid in teaching appropriate standards for social studies content and skills, using a contemporary focus on Japan's culture and economy. Topics of the 22 lessons include: group culture, school population, economics, geography, the Internet, family values, Japanese gardens, food, business, stereotypes, transportation, calligraphy, teenage lifestyles, cities, the peace movement, and the environment. Each lesson addresses specific National Council for the Social Studies standards and lists recommended grade level (elementary school, middle school, or high school), objectives, time allotment, resources required, assessment, primary source material, and supplemental resources. (KCM)

Tora no Maki II

LESSONS FOR TEACHING ABOUT CONTEMPORARY JAPAN

虎之巻

National Council for the Social Studies
NCSS

ERIC Clearinghouse for Social Studies/
Social Science Education

Tora no Maki II

LESSONS FOR TEACHING ABOUT CONTEMPORARY JAPAN

虎之巻

LOIS J. BARNES
BARBARA BENTON
GLENN DIEDRICH
B. A. (MIKE) FAZIO
WILLIAM P. FITZHUGH
JOSEPH R. GOTCHY
KENNETH GUTWEIN
NANCY HOF
KAREN A. KAHL
ALLAN KING
DONNA LAROCHE
MARTHA MCFERRAN
SALLY JO MICHALKO
JAMES R. MULLEN
ANNE MURPHY
DOMINICK V. PISA
C. FREDERICK RISINGER
ROBERT A. RODEY
BRENDA G. SMITH
LIBBY TUDBALL
ELIZABETH A. WOOD
KATYA ZABLOTNEY

National Council for the Social Studies

ERIC Clearinghouse for Social Studies/ Social Science Education

Washington, D.C. and Bloomington, Indiana 1997

Ordering Information

This publication is available from:

NCSS Publications
P. O. Box 2067
Waldorf, Maryland 20604-2067
1 800 683-0812

National Council for the Social Studies
3501 Newark Street, NW
Washington, DC 20016
(202) 966-7840
Fax: (202) 966-2061

National Council for the Social Studies (NCSS) is the leading association of social studies educators in the United States. Founded in 1921, NCSS is dedicated to the promotion of social studies and its role in preparing students for citizen participation in public life. The Council publishes books on important issues affecting social studies education, as well as four periodicals, *Social Education, Theory and Research in Social Education, Social Studies and the Young Learner,* and *The Social Studies Professional.* NCSS has members in all 50 states, as well as almost 70 countries outside the United States.

The opinions and information presented in these lessons reflect the observations and experiences of the 1996 Keizai Koho Center Fellows and do not necessarily reflect the positions or policies of the Keizai Koho Center or National Council for the Social Studies.

Support for the development of this publication was provided by the ERIC Clearinghouse for Social Studies/Social Science Education at Indiana University with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract RR93002014. The opinions expressed do not necessarily reflect the positions or policies of ERIC/ChESS, the Office of Educational Research and Improvement or the U.S. Department of Education.

ERIC®

ERIC, Educational Resources Information Center, is an information system sponsored by the Office of Educational Research and Improvement within the U.S. Department of Education.

Tora no Maki II

Library of Congress Catalog Card Number: 97-76570
ISBN: 0-87986-074-X

Printed in the United States of America
10 9 8 7 6 5 4 3 2 1
First Printing

Contents

Many of the following lesson plans can be adapted for a wide range of grade levels. **E** indicates that a lesson plan is suitable for elementary grades; **M** that it is suitable for middle grades and **H** that it is suitable for high school grades.

Preface

The rules of friendship mean there should be mutual sympathy between friends, each supplying what the other lacks and trying to benefit the other, always using friendly and sincere words.

—A teaching of the Buddha

Soft rain was falling as we landed at Kansai International Airport. The landscape of Japan was muted in mist and colored in faint hues of awareness. But, as we moved up from the coastal plain and into the hills and mountains on our way to Kyoto, we began to get a small picture of the complexity, beauty, and diversity of this place we had come to explore and to learn from. At that moment, few of us would have guessed that we had also started a new journey of understanding that would change the way we saw the world. It is through this sense of discovery that the 1996 Keizai Koho Center Fellows share with you this collection of work.

We came to Japan during the rainy season. We also came to Japan at a turning point in world history—a time between two economic epochs—one industrial-based, and the other information-based. This movement is the defining nature of our time. This is our "real-time." This is also a time when fundamental questions are being asked about the viability of our institutions as well as about our identity as individuals and as community members. These questions take us from the nature of families to the condition of global trade.

What is a family?

What is a school?

Has the nation-state lost its power and meaning?

What does it mean to be a citizen?

How is the global/information economy changing relationships between women and men?

What kind of work will I do in the future?

What does it mean to be a student or a teacher when information is doubling every 24 months?

How will Japan, Canada, Australia, the United States and other nations or world regions cooperate and compete with each other?

After a little more than two weeks, we came away from Japan understanding, if only dimly, that in order to navigate the contemporary global landscape we would need to construct new mental maps that address the realities of the new economic relationships among nations and regions. These maps need to be based on new economic currents, trans-cultural linkages, and new conceptions of community. These elements will soon take precedence over the old political, spatial, and ideological maps of the past. And, if we want our children to take a leadership role in this new domain, they must become intimately acquainted with these new forces that are at work in the world. Our visit to Japan helped us begin the construction process of these new maps, and the ideas within this publication should help engage our students in furthering this important effort.

The Keizai Koho Center Fellowships Program began its partnership with the National Council for the Social Studies in 1980. The KKC Fellowships Program is a major activity of the Japan Institute for Social and Economic Affairs, a private, not-for-profit organization designed to promote understanding of Japan's economy at home and abroad. On behalf of all the educators within NCSS, and particularly the 1996 Fellows, I want to thank the Keizai Koho Center and Mr. Masaya Miyoshi for the courtesies extended to us during our visit to Japan. You have opened your hearts and given us the opportunity to see your land with new sensitive eyes. You have opened your culture and allowed us to share your wisdom. These acts, as well as your support in funding the publication of this book, have changed, and will continue to change our lives. I would also like to thank Mr. Leo A. Shinozaki, Director of the Japan Business Information Center of the KKC in New York, Mr. Yukio Ishiguro, Senior Analyst in the International Affairs Department of KKC Tokyo, and all the other Keizai Koho Center professionals who helped make our visit so valuable.

Of course, a special thanks is due Linda Wojtan for her caring leadership and attention to detail. She not only made the trip possible, but she also gave the visit purpose. I am grateful for the curriculum and content leadership given to this work by Lois Barnes, Sally Michalko, James Mullen, and Fred Risinger. It is simply fun to work with people who love their work. And what can I say about the 1996 KKC Fellows? They worked hard. They played hard. They present and represent the best of what we are as educators, and I am honored to know them as friends and colleagues.

Dr. H. Michael Hartoonian, Past President
NCSS
Washington, D.C.
July 1997

Introduction

During the summer of 1996, 22 educators from the U.S., Canada, and Australia had a remarkable, watershed experience. They were participants in the Keizai Koho Center (KKC) Fellowships Program, sponsored by the Keizai Koho Center (The Japan Institute for Social and Economic Affairs) in Tokyo, Japan. The program, conducted in cooperation with the National Council for the Social Studies (NCSS) marks the 17th consecutive year that U.S., Canadian, and Australian educators have visited schools, industries, historical and cultural sites and homes in Japan. The primary goal of the KKC Fellowships is to enhance the knowledge and understanding of Japanese society, culture, and economics by Western educators and thereby improve instruction about Japan in U.S., Canadian, and Australian schools.

The 1996 Keizai Koho Center Fellowships program accomplished this goal and much more. In our daily interactions with Japanese men, women, and students of all ages, we furthered a mutual understanding of the overarching unity of human aspirations, challenges, and triumphs. And, as "alumni" from the previous 16 KKC Fellowships programs have universally stated, their experiences have forever changed and enriched their lives.

This book of lesson plans is one product of our visit. The Fellows worked in three teams to develop elementary, middle level, and high school lessons based on the general theme, "The Japanese People in the World Today." The lessons were designed to fit the scope and sequence of the NCSS Curriculum Standards for Social Studies. Special attention was given to four strands within the Standards: Time, Continuity, and Change (Strand II); People, Places, and Environments, (Strand III); Individual Development and Identity, (Strand IV); and Individuals, Groups, and Institutions, (Strand V).

While the lessons were developed for specific grade levels, much of the content and instructional strategies is appropriate for other grades. Teachers are encouraged to review all the lessons to find content and ideas that can be adapted for use in their classrooms. Each lesson includes student objectives, links to the NCSS Curriculum Standards themes, a listing of necessary resources (most of them are provided), step-by-step instructional procedures, assessment activities, and opportunities for enrichment. We hope these lessons will help U.S., Canadian, and Australian students learn about Japanese culture, economics, and society in an accurate, challenging, and enjoyable manner.

In an endeavor as complex and rewarding as this one, many individuals and organizations deserve recognition and thanks. Special thanks go to the project team leaders: Sally Michalko, who directed the elementary team; Lois Barnes, who led the middle school group, and James Mullen, the high school team leader. I have never worked with a more creative, responsible, and enjoyable group of educators.

The Keizai Koho Center deserves special mention for providing the funding for producing and printing this book. Because of this support, all NCSS comprehensive members will receive copies, and many more copies will be available for purchase at an affordable price.

The ERIC Clearinghouse for Social Studies/Social Science Education and the National Clearinghouse for United States-Japan Studies also provided support for the development and publication of this volume. Both organizations are part of Indiana University's Social Studies Development Center. Center director John Patrick contributed encouragement, energy, and ideas to the project. Marcia Johnson, the associate director of the National Clearinghouse for U.S.-Japan Studies, served as the primary coordinator and editor, and worked countless hours to produce a truly teacher-friendly collection of lessons.

Content accuracy and additional cultural perspectives were provided by Mary Hammond Bernson, associate director of the East Asia Center at the University of Washington in Seattle. Richard Wilson of Intelligent Tool and Eye thoughtfully designed the layout and professionally enhanced the graphics, as he did for the 1995 edition of *Tora no Maki.*

Leo A. Shinozaki, the former director of the Japan Business Information Center of KKC in New York City, helped the 1996 Fellows prepare for their Japanese experience with illuminating perspectives on Japanese society and culture. He also provided the name, *Tora no Maki,* which means both "Scroll of Tiger" and "Teacher's Guide" in Japanese.

Much of the visit's success was due to the tireless efforts of Kikue (Chryssie-san) Kurosaki, our tour guide. For 17 consecutive years, she has worked with hundreds of U.S., Canadian, and Australian educators. She told us about local legends, accompanied us to shopping areas, baseball games and churches, suggested special visits to businesses or temples that "fit" the needs of one or more of the Fellows, recommended restaurants and entertainment activities, and served as a teacher, friend, and counselor.

Finally, no one deserves more credit for the success of the 1996 KKC Fellowships Program than the program coordinator, Linda Wojtan. Working at first with the

program's founder, Charles von Loewenfeldt, and now on her own, she has dedicated her professional heart and soul to this endeavor. It is her enthusiasm, knowledge, wisdom, and grace that have made the KKC Fellowships Program more than just a study tour. For all of us, it became a wonderful, enriching, life-changing experience. Linda's leadership, characterized by intelligence, empathy, and humor, was the key to the program's success.

For all of the 1996 Keizai Koho Center Fellows, I want to thank KKC and NCSS for a wonderful opportunity and experience. We hope that these lessons help students in the U.S., Canada, and Australia learn about a truly interesting and important story—the Japanese People in the World Today.

C. FREDERICK RISINGER
Project Director

TORA NO MAKI (SCROLL OF TIGER)

Origin

The "Scroll of Tiger" originated from an old Chinese tactical manual for military use before the 9th Century C.E. The manual consisted of six volumes, one of which was titled: "TIGER". A Buddhist high priest returned from China and introduced the manual to Japanese feudal lords in the late 11th Century.

Meaning

1. A manual or reference book containing expertise on a particular subject.
2. Manuals or books especially designed for teachers as guides in teaching.
3. Quick reference booklets.

TOPIC

Kaizen in the Classroom

by Lois J. Barnes
Franklin County Schools, Frankfort, Kentucky

NCSS STANDARDS – THEMATIC STRANDS

III. People, Places and Environments

g. Describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like.

IV. Individual Development and Identity

c. Describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity;

h. work independently and cooperatively to accomplish goals.

V. Individuals, Groups and Institutions

b. Analyze group and institutional influences on people, events, and elements of culture;

c. describe the various forms institutions take and the interactions of people with institutions;

f. describe the role of institutions in furthering both continuity and change;

g. apply knowledge of how groups and institutions work to meet individual needs and the common good.

INTRODUCTION – PURPOSE/RATIONALE

The cultures of Japan and the United States have affected each other in many ways. In fiscal 1993, almost half a million (488,479) persons were employed in Japanese-affiliated companies in the United States. Multinational corporate influences are seen in products, services, the media, sports, entertainment, and even employment practices. One such cross-cultural influence is the change in the workplace and in expectations of employees through the adoption of the Japanese management technique known as *kaizen*. The lesson, an overview of *kaizen*, will allow students to develop their own classroom academic statement of purpose and goals and the criteria (behaviors and attitudes) and action plans that are necessary to achieve them, using some of the tools of *kaizen*.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

The time frame for achieving the established goals of this lesson can be as short as one unit of study or as long as a semester or the school year. Although this lesson was designed for the middle/junior high school level, it is suitable for any social studies or career exploratory class, and could be used as the introductory lesson for a study of Japan.

OBJECTIVES

Knowledge – Students will:

- define and explain *kaizen* and related aspects of Japanese management techniques.
- describe how *kaizen* reflects Japanese cultural values and ideals.
- identify characteristics of *kaizen*-conscious people.
- compare their responsibilities as students to those of employees in Japan and American employees of Japanese-affiliated companies in the United States.

Attitude – Students will:

- model the characteristics of *kaizen*-conscious workers.

Skills – Students will:

- develop class and small group (team) goals and action plans for team members' involvement, productivity, and quality of work.
- apply their goals to class assignments and other activities relating to their studies.

TIME ALLOTMENT

Anywhere from three class periods to two weeks, depending upon which goal-setting *daruma* project is chosen. Extensions can be used with this particular topic, or integrated into other units of study later on. Note that follow-through on the goals and action plans, like *kaizen* programs in the workplace, will continue throughout a unit of study or longer.

RESOURCES NEEDED

- Appendix 1: *Kaizen:* Continuous Improvement (one copy for each student)
- Appendix 2: Directions for Making a Papier Mache *Daruma* Doll
- Appendix 3: *Daruma* Doll
- materials for making *daruma* dolls (see Appendix 2)

PROCEDURE

A. Tell students that as they begin their study of Japan they are going to operate as team members in a workplace using the Japanese *kaizen* method of continuous, daily improvement. For transfer, ask students to describe examples of times when they have tried, little by little, to improve on something they do, such as playing a favorite sport or practicing a musical instrument. Tell them that ongoing, daily efforts are also

how employees in Japan and in Japanese-affiliated companies in the United States – as well as more and more American-owned companies – try to improve. Hand out Appendix 1 and allow students time to read the background information. Check for comprehension by asking students to define *kaizen* and to describe the four broad factors of *kaizen* programs mentioned in the handout, with examples of each. Using a T-chart with "Improvement" above the T and Innovation and *kaizen* written just below the horizontal line and on either side of the vertical line, ask students to list characteristics of each type. Items students might suggest be written under Innovation could include: rapid, dramatic change, technology-oriented, large investment, results-oriented, individualistic, intermittent. Items under *kaizen* could include: gradual, continuous, small steps, group efforts, people-oriented, process-oriented, little financial investment, requires much time and commitment. Ask how each approach reflects the culture where it is more commonly found.

Finally, have students give their ideas about what *kaizen*-conscious people are like, whether they be in a workplace or a school. Students could say that *kaizen* people: pay attention to details, take pride in their work and their company, cooperate willingly with others, admit mistakes, try to do a better job the next time, respect every individual, take responsibility willingly, are problem-solvers. They are: creative, knowledgeable about their jobs, forward-thinking, caring, sharing, honest, flexible, trusting, multi-skilled. Why are these qualities important for the future – indeed, the present – workforce?

B. Run the classroom like a mini-company. Have students name their mini-company, and, with input from all students, write a mission statement (statement of purpose). Include the following four components in the statement: Purpose (why the mini-company exists), Beliefs, Behavior Standards, and Strategy. The statement could mention academics, attendance, punctuality, homework completion, class cleanliness, or other such goals. Utilize the 5-S standard (see Appendix 1) to come up with appropriate behaviors and strategies. Explain that the statement should be something all the students can identify with and can explain to visitors. As a way to take the mission statement seriously and remember in daily class activities ("visible management"), display it prominently on bulletin boards.

C. Divide the class into cooperative Quality Control teams. Assign roles to team members, such as leader, facilitators, and recorders. (Rotate the roles periodically, so that team members become "multi-skilled.") Using a PDCA cycle (see Appendix 1), ask each group to come up with an action plan that lists even more specific actions the team will take to help the mini-company reach its goals. The team will keep a record of its discussions, any data collected and analyzed, action plans, and progress toward completing them and setting new plans. The team record could be kept in a composition book in journal fashion. Note that the journal should not be used for assessment, or graded; it is meant as a motivational tool for the team's growth toward meeting its goals.

D. Once the team action plans are established, each team should make a *daruma* figure, on posterboard or out of papier-mâché, depending upon how much time can be devoted to this project. (See Appendix 2 for directions.) A *daruma* doll is popular with the Japanese for good luck. The doll is named after the famous monk, Bodhidharma, who meditated until he lost the use of his limbs. Thus, the *daruma* is a symbol of perserverence. When the Japanese want to make a wish come true or set a goal they are trying to reach, they sometimes buy a *daruma*. It is a papier-mâché figure, usually painted red with gold markings, and with a bearded, scowling face, with no pupils in the eyes. One eye is painted in as the person makes a wish. When the wish has come true, or the goal has been achieved, the other eye is painted in. Candidates for political office always have one of these dolls in their campaign headquarters, and they are a frequent sight in the offices of service industries. Once the teams have made or drawn their *daruma*, each team member should autograph it as a sign of commitment to reaching the team's goals. The teams' *daruma* should be displayed in the room throughout the "campaign" to accomplish the action plans. If a shorter project is desired, each group could draw and color in *daruma* on poster board, autograph the poster, paint in one eye, and display them around the room. See Appendix 3 for an illustration of the *daruma*.

E. Develop a suggestion system for the class/mini-company. Set the criteria for suggestions, what will be considered and what will be rejected. Appropriate suggestions include ways to: make a job easier, safer, and more productive; improve the quality of work; save time; save materials; keep the "workplace" clean. Rejected will be: complaints (a suggestion system is not the place for these), suggestions that are too vague, plagiarized suggestions, suggestions that place all the effort on the teacher. Develop a rubric for rating suggestions, provide feedback within a short time (lack of feedback will kill the momentum for a suggestion system), and above all, be willing to try out student suggestions! The rubric could include criteria such as creativity, feasibility of implementation, likely academic effect, and likely effect toward meeting class goals.

ASSESSMENT

- How well can students articulate the concept and characteristics of *kaizen* and *kaizen* workers?

- How consistently do students model the characteristics of *kaizen*-conscious workers through their class and homework assignments and their behaviors?
- Did groups' action plans conform to the statement of purpose or goals that the entire class set?

EXTENSION AND ENRICHMENT

- Communicating the class/mini-company's statement of purpose helps students to take more seriously their role in maintaining quality standards for their behavior and their classwork. Using a desktop publishing program, have students design and print business cards for each student, with the student's name, school, class/mini-company name on one side and the mini-company's mission statement on the back. If computer equipment and software are not available, design business cards on paper and photocopy on cardstock. Laminate one card with the mission statement for each student. Students can use their extra business cards to give to class visitors, parents, and school administrators to explain their classroom *kaizen* improvement efforts. Business cards in Japan, called *meishi*, are very important; without *meishi* a business person is not taken very seriously. In Japan everyone conducts business by first presenting *meishi*.
- In-company communication is extremely important in *kaizen*. Periodically, once a week or every two weeks, publish a class newsletter, with each Quality Control team reporting on its progress toward class goals. Distribute to school staff and parents as well as to students in the class.
- Japanese companies' induction programs for new employees stress quality and teamwork. Only afterwards does a new employee receive training for a specific job. Thus, new employees can see how their job relates to overall company objectives, making the employee feel more responsible and significant. Have students create an "in-house training" manual, video, role-playing script, or brochure that explains the class/mini-company's goals to new students entering the class. Whatever the content of the class's program, it is important to stress continuous improvement. The manual could include:
- class procedures
- behaviors for a cooperative and on-task classroom
- importance of paying attention to details
- performing to the best of one's ability
- encouragement to join school clubs (Japanese companies sponsor a variety of clubs, and employees generally belong to at least one.)
- how the class suggestion system works
- "job rotation" among Quality Control team members

D. Invite human resource managers from companies in your area to visit the class and compare the qualities of *kaizen*-conscious people with the qualities they want to find in job applicants and employees. Or arrange for pairs or small groups to interview human resource managers in the workplace about the qualities they are looking for in employees. Then compare/contrast with the *kaizen* qualities they have studied and are trying to emulate.

E. Have a poster contest to select a slogan for the class's *kaizen* campaign. Many Japanese companies have campaigns with catchy phrases or acronyms to remind the workers of the company's goals to improve quality. For example, there was Toyota's "3 Cs": be Creative, take Challenges, have Courage, and Nissan's "seven-up" campaign which stressed improvements in seven areas. Matsushita's Quasar plant in the U.S. had a slogan that asked, "Are you proud enough to buy what you build?" Students can make their design on a small scale. Then the class decides which one they like the best to draw and color/paint on a large scale for display in the classroom. All of the students' slogans could also be displayed along with the "official" slogan. All classes at Inokuchi Junior High School in Hiroshima, Japan do this.

SUPPLEMENTAL RESOURCES

Appana, Subhash, "Japanese-style Operations Management," Research Report in *The Japan Foundation Newsletter*, XXIII/No.3.

Cane, Sheila, *Kaizen Strategies for Winning Through People: How to Create a Human Resources Program for Competitiveness and Profitability*. London: Pitman Publishing, 1996.

Feuer, Dale, and Lee, Chris, "The *Kaizen* Connection: How Companies Pick Tomorrow's Workers," *Training*, Vol. 25, No. 5, May 1988.

Imai, Masaaki, *Kaizen: the Key to Japan's Competitive Success*. New York: McGraw-Hill Publishing Company, 1986.

Japan-U.S. Economic Handbook, '96. Printed in Japan by Keidanren, 1996.

"Salaryman" in Japan. Printed in Japan: Japan Travel Bureau, Inc., 1996.

Zimmerman, William J., "*Kaizen*: The Search for Quality," *Journal of Continuing Higher Education*, 39, 3 (Fall 1991).

APPENDIX 1
KAIZEN: CONTINUOUS IMPROVEMENT

改善 *Kaizen* is a commonly used word in Japan, on the job and in newspapers, radio, and TV. The word comes from two Japanese characters; *kai* means change and *zen* means good. Put them together and you get the concept of change for the better, or improvement. The Japanese concept of *kaizen* is of continuous, or unending, improvement. The concept suggests that every aspect of a person's life, whether at work, at school, at home, or at play, is important enough to warrant constant improvement. *Kaizen* means making individual, small improvements which, when added together, will lead to grand improvements and higher standards of quality.

Improvement can be achieved in two ways – by the *kaizen* way, through small, daily ongoing efforts, and by innovation, which is usually an extreme change brought about by new technology. *Kaizen* emphasizes step-by-step processes more than results, and it does not have to involve a large financial investment. By emphasizing continuous, daily efforts toward improvement, *kaizen* is, therefore, more people/team-oriented. Innovation is more likely to involve large investments of money and is more technology-oriented.

Traditionally, Japanese business has taken the *kaizen* approach to improving the quality of products and services, while Western companies have emphasized the great leaps of innovation. This difference may be a reflection of different cultures. The West stresses individual rights and the importance of individual initiative ("pulling yourself up by your bootstraps"). Japanese education emphasizes the cultural values of harmony, group consensus, and collective responsibility. Japanese culture also emphasizes process and efforts toward improvement. A sumo wrestler may receive the fighting spirit award for his exceptional efforts, even if he has not won the tournament. Worshippers at Shinto shrines often have to walk a long distance and pass through many *torii* gates before reaching the main altar. Preparing oneself spiritually for prayer – the process – is important, too.

Japanese companies also stress the importance of process in their management techniques, as opposed to Western results-oriented management. Japanese companies will have systems for recognizing efforts for improvement, believing that processes must be improved before there can be improved results. Many Western companies, on the other hand, rate job performance strictly on results and not on a person or team's improvement or progress toward goals. Increasingly, U.S. companies are showing interest in *kaizen* as a way to improve the quality of their products and services to customers, while recognizing that there needs to be a balance between *kaizen* and innovations in order for their companies to show improvements. Japanese corporations with industrial plants in the United States have also introduced the American worker to *kaizen*.

Since *kaizen* deals with efforts at improvement, Japanese business management tends to accentuate attitudes and behavior as much as job skills. A supervisor or manager is interested in workers' morale, participation and involvement, discipline, time management, and communication. Employees must demonstrate trust and respect for others and be able to admit openly when they have made a mistake and try to do a better job the next time. In addition to recognizing mistakes and identifying problems, workers need to be problem solvers – to invent the ideas that will improve procedures and thereby improve results. Problems, in fact, are seen as opportunities for improvement!

Many factors help to make *kaizen* successful. Strategic planning, with statements of the organization's purposes and goals, should form the basis for the *kaizen* program. Open communication of the goals and progress toward them is essential in *kaizen*. Teamwork and quality control are two other features of Japanese manufacturing and, increasingly, of other businesses, such as banking.

Communication is very important in *kaizen*. The typical Japanese factory has a space in every work area reserved for displays of achievements and job performance, publicizing activities, and listing the current number of suggestions for improvement. Mitsubishi Electric calls these spaces *Kaizen* Corners. Large photographic displays of improvements placed right where the improvement was made provide "visual feedback" and motivation to workers. Toyota facilities in the United States shut down the line for two fifteen-minute periods each day: ten minutes for team members' personal breaks and five minutes for "communication periods." During this time, Group Leaders may make announcements or conduct meetings.

The suggestion system, another form of communication tool, is probably the most widely used and successful aspect of *kaizen*. Suggestions are done individually or as part of small group meetings. The main subjects for suggestions in Japanese companies are for improving the work environment, improving one's own job, making the job safer, easier, or more productive, and for cost- or time-saving. Recognition, small rewards for suggestions that are implemented, and a greater sense of involvement and responsibility are the reasons workers participate in suggestion systems. At Mazda Motor Manufacturing during one recent year, there were over one million suggestions! Toyota Motor Manufacturing is also famous for its worker suggestion system, which is utilized in its operations in both the United States and Japan.

There are many advantages to work groups, or teams. Teams provide a sense of belonging, help in on-the-job training, and improve problem-solving because of the variety of skills and knowledge team members bring

together. Workers who are assigned to teams often are assigned a cluster of jobs and the team members rotate through them, creating many multi-skilled workers.

Quality Control is common in Japanese factories. One typical QC approach is called the 5-S movement, because the five Japanese words all begin with the letter *s*. *Seiri* means to separate the necessary from the unnecessary, to straighten up. *Seiton* is to put things in order, to keep things where they belong so that they are ready to use when needed without wasting time looking for them. *Seiketsu* is cleanliness, to keep tidy, beginning with yourself, and *Seisou* is to clean the workplace. *Shitsuke* is discipline or manners, meaning to follow procedures in the workplace. Often visible reminders are posted, such as signs or posters with the five *S*s.

Quality Control circles or groups are a tool of *kaizen*. Quality Control circles are small groups that work to accomplish the company's quality control, or *kaizen*, program by following actions known as the PDCA Cycle. First, the current circumstances are studied, with data collected and analyzed. A **P**lan for improvement is developed. Second, **D**o – the plan is worked on. Third, **C**heck – inspect the workers' results. Lastly, **A**ct for improvement, correcting errors. When an improvement is made – a higher standard reached – the cycle begins again. Thus, standards are constantly being challenged and raised in the unending drive to improve. Teams analyze their procedures, their products, or services down to the smallest details to see how they can be improved. So *kaizen* is not only attitudes and behaviors; also important is being able to use data. In Japanese factories employees are trained to ask the reason "why" five times to try to get to the root of a problem. To the answer of the first question, they ask "why" again. To *that* answer, they ask "why" yet again and so on. Teams use problem-solving methods to collect and analyze data, such as charts and graphs, cause-and-effect diagrams, and checksheets to tally the number of times when a problem might be occurring.

Kaizen takes effort and commitment on the part of participants, because, with its attention to details and step-by-step gradual improvement, goals are not achieved overnight. Everyone is expected to participate, because each person is believed to be capable of improving his or her workplace. Improved quality and higher productivity are *kaizen's* rewards.

APPENDIX 2
DIRECTIONS FOR MAKING A PAPIER-MACHE *DARUMA* DOLL

Resources needed:

round balloons

newspapers

string or fishline

paper towels

2 boxes of Metylan Cellulose paste (or make a flour paste)

a bucket for each group of four

snap-down lid container for each group

old sponges, cut into 1" by 2" rectangles for painting the red surface of the doll

clothespins for holding the sponges

brushes for face detail painting

tempera or latex paint – red, white, black, pink or peach for the face

styrofoam egg cartons, cut in half

gold metallic paint pen for the doll's "stripes" on the red surface

clear sealer (spray shellac)

paint shirts

Set Standards

Teach students how to do clean-up before anything else. Have a list of pairs of students on the wall. Every day there will be two clean-up people and the job will rotate among the class. This procedure avoids congestion and disruption. One clean-up person will get the bucket of water and paper towels, and the other will be the day's "tearer" of newspaper strips, filling a box in the room for all to use that day. From the one bucket the other buckets in the class will be filled to make the paste. At the end of each class, the clean-up students will be responsible for emptying the water, etc. Each group will be responsible for placing the project in its designated spot to dry, carefully folding up the newspapers that have caught spills and throwing them away, wiping off the table/desk tops so that all is ready for the next class. Allow extra time for clean-up the first couple of days until the standards are set with the students.

Demonstrate everything, even filling up the bucket. The bucket does not need more than about three or four inches of water in it. Demonstrate tearing newspaper into 1" wide strips along the grain so that it will tear evenly and straight. Demonstrate blowing up the balloon so that there is some elasticity – not too slack nor too tight or it will pop. Later demonstrate applying the layers of newspaper to their balloon. Number the buckets and containers and assign a number to each group. Any jewelry (rings, etc.) that students want to take off while working with the paste should be stored on the student's person, NOT on the newspaper on the tables or desks. Taking the time to demonstrate and explain procedures at the beginning will make the project go more smoothly!

Application

Suspend the balloons at eye level from string or fishline attached to girders in the ceiling. Use paper clips to attach balloons to strings. Spread newspaper on the tables or desks. Two students will be on either side of the balloon, two holding the balloon steady as the other two apply strips of newspaper and then switching. The first layer of newspaper strips can be applied vertically, one strip at a time. Dip the strip in the bucket of paste, take off excess by pulling the newspaper strip through the fingers, and apply the strip to the balloon. Gently slide the index finger over the strip, smoothing it on the balloon. The student with the next strip applies it, overlapping the first. Make sure to overlap to cover the balloon.

Each day when the balloons are taken down and set in the spot where they are to dry, push them down to get a flat bottom for the doll. After the first coat is dry, tear off rough edges. For the second coat switch directions and apply the strips horizontally. Again, students should take time to smooth the strips as they go. On the third coat, apply strips in a different direction again, diagonally or vertically like the first day. Put the third (or fourth if it seems necessary to apply another coat) on with blank newsprint or paper towels to keep print from showing through the paint. Students cannot paint until the doll is smooth – it may take a group five coats to accomplish this. Papier-mâché may take more than one day to dry between coats. If it feels cool to the touch it is not dry. It needs to dry thoroughly to prevent mold from forming.

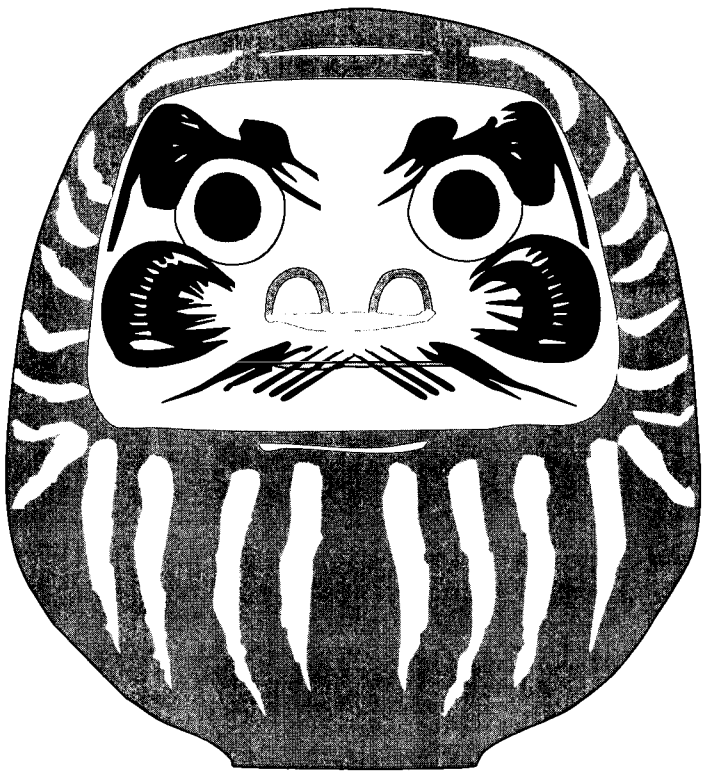
Draw the outline of the doll's face so that it does not get painted. Take the sponges and put on the clothespins for painting the red surface of the *daruma*. While most of each group are painting, someone in each group will need to practice drawing, on paper first, the face of the *daruma*. When the red paint is dry, the student draws the face on, carefully, so that the red does not rub off. The face is then painted with inexpensive brushes. When it is completely dry, spray with a clear shellac or other sealer.

Progress toward Class Goals

As a member of a team, each student will demonstrate his/her pledge to work on the group's action plans to help the class meet its improvement *(kaizen)* goals by autographing the side or back of the *daruma* in black permanent marker. One eye will be blacked in to show they want to make their goals a reality. Reaching goals is often a slow process; so, for motivation and to keep the momentum in the *kaizen* program, each week each group that has made progress toward its action plans and the class goals can add a gold stripe to the *daruma*. Once the "campaign" has reached its goals, the students may blacken in the other eye of the *daruma*.

APPENDIX 3
***DARUMA* DOLL**

APPENDIX 3 (CONTINUED)
EXAMPLE OF COMPLETED DARUMA DOLL



TOPIC

Comparing School Population Densities

by Barbara Benton
Knox Middle School, Salisbury, North Carolina

NCSS STANDARDS - THEMATIC STRANDS

I. Culture
   a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

III. People, Places, and Environments
   d. estimate distance, and calculate scale;
   g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;
   k. consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region and beyond.

IV. Individual Development and Identity
   b. describe personal connections to place, especially place as associated with immediate surroundings;
   e. identify and describe ways family, groups, and community influence the individual's daily life and personal choices;
   h. work independently and cooperatively to accomplish goals.

V. Individuals, Groups, and Institutions
   a. identify roles as learned behavior in group situations such as student, family member, peer play group member, or club member;
   f. give examples of the role of institutions in furthering both continuity and change.

INTRODUCTION - PURPOSE/RATIONALE

This lesson is a comparison study of the use of space in one Japanese school and students' home schools. Students will examine the concepts of population density by conducting an informal census, measuring school space, and calculating the population density at their own school and comparing their data to similar data for a Japanese junior high school, Joyamakita Junior High School, in Hiroshima City. The lesson will spark inquiry into how people in different cultures use space according to their own personal values and geographic factors. By conducting a census of their own school and determining the population density, students will gain "hands on" experience of this concept. As they compare and contrast the Japanese use of space in Joyamakita Junior High School with the data and maps they have generated, students will understand, in a concrete manner, the concept of population density.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This is an interdisciplinary lesson which may be used by middle school students or high school students. The topic is appropriate for use in world cultures or world geography courses. The data gathered in this lesson are based on metric measurement and employ basic math concepts.

OBJECTIVES

Knowledge – Students will:

- compare the population density of their own school to that of a school in Japan.
- compare the use of space in their school to the use of space in the Japanese school.
- explain how people create places that reflect the values of a culture.

Attitude – Students will:

- understand that differences in culture and environment cause people to live and think as they do.

Skills – Students will:

- collect data from their school within student study groups.
- create a map of their own school, including parking areas, recreation areas, and all school properties.
- develop common goals for team member involvement, productivity, and quality of work.
- apply these common goals and objectives to their assignments and other activities relating to their study of Japan.

TIME ALLOTMENT

2 to 3 class sessions

RESOURCES NEEDED

- Appendix
- a map of your home school
- a Trundle Wheel and meter sticks to measure classrooms, desk tops, and other items for comparison
- a pack of 3x5 cards
- 10 World Almanacs

PROCEDURE

A. Each student will be given two teacher-created outline maps. One map will be of Joyamakita Junior High School and one will be of their own school. (Teachers can use the data from Joyamakita Junior High School in the Appendix to create an outline map. Make the Japanese school map three times the size of the home school map.) In place of the home school cafeteria, place a swimming pool, since most Japanese schools have a pool, while few have a cafeteria. Explain to the

students that they are going to examine the concept of population density by gathering data at their own home school and by comparing it to data from a Japanese school. Divide the class into study groups. Give each study group a meter stick and a metric Trundle Wheel. Explain to the students that some spaces at schools are very crowded with dense populations and some spaces will have sparse population densities. Explain that this is also true in the real world; people are packed very closely together in New York City and Tokyo, or they are very far apart, as in the Arizona desert.

B. Tell the students that they are going to conduct a school census, then calculate a general population density for their school. They are also going to calculate the general population density of Joyamakita Junior High School based on the information in the Appendix. The students will be required to label each room on the two school maps, one map of Joyamakita Junior High School and one map of their own school, prepared by the teacher and given to each study group. Distribute 3x5 cards to each group, one card for each room in their school. Send groups out to count how many individuals, student or other, are in all rooms at the time they enter. The population number per room is then written on the cards, and the dimensions of that room are measured by the metric Trundle Wheel. Then, have students transfer the numbers to the school maps so that everyone can see the totals. The total number of persons in each school is then calculated and that number is divided by the number of rooms. This provides a general population density for the school. Students will then compare that number to the population density of the Japanese school.

C. Next, while in their study groups let the students respond to the questions below, then report their conclusions back to the entire class. Students must answer the questions comparing data from both schools when possible.

1. What are the overall population densities of the two schools?
2. Which particular rooms have population densities greater than the overall school density?
3. Are there factors which allow some rooms to handle large populations?
4. Are there any rooms that could handle a larger population but do not?
5. What is the average classroom size, in square meters, in the students' home school and Joyamakita?
6. Which school has the higher population density?
7. What are the population densities of the students' home country and Japan?
8. Which country has the higher population density?
9. Discuss how your school would change if each class had forty students, as many Japanese schools do.
10. If you were the principal and a new student entered your school, according to your census data, into which room would you place the student? When making your decision, remember to take into account that the student is in school to get an education.
11. What social problems do the rooms with the highest population densities have? Why? Would this always be true? Is this true in Japan? Why or why not?

D. Assemble the groups and discuss their answers. Review the idea that population density of an area is the average population in a given space. Explain that different cultures use space according to their natural resources and cultural beliefs. State the following as a lesson conclusion:

> The population density of Japan is 321 people per kilometer, yet this country's crime rate is low. Many consider Japan to be expert in both saving space and managing the social problems usually caused by a dense population.

ASSESSMENT

- Students will accurately demonstrate knowledge of the concept of population density.
- Students will accurately label two outline maps with data collected in their home school and the data given for Joyamakita Junior High School. This data will consist of classroom sizes in each school and the number of students in each classroom.
- Students will discuss and answer the questions in their study groups and will report conclusions in the final class discussion.

EXTENSION AND ENRICHMENT

- To get a visual picture of how the population shifts through the school, graph population data taken at three different times during the school day.
- Categorize the rooms in the school (i.e. storage, classrooms, food services, administration) and do circle graphs of the three sets of data gathered throughout the day to see how utilization patterns differ.
- Have students look up recent newspaper articles about schools in Japan and their own country and do a comparison chart on differences and similarities in these institutions.
- Use electronic connections to communicate with students in Japan about their school environment.
- Research ways in which the cultures and geographies of Japan and the students' own country affect schools and land use.

APPENDIX

Japan, population 125 million, is the seventh most populous country in the world. Japan's population density is 331 people per kilometer. It ranks with Korea, the Netherlands and Bangladesh as one of the most densely populated countries in the world. The population is heavily concentrated in the central urban areas, computing to 20,000 people per square kilometer. Land is expensive in this small nation. Homes in the central Tokyo area can be very expensive. Because of the high cost, banks allow three generations to pay the debt on family homes.

The Japanese must, by necessity, conserve space in many ingenious ways. Arable land must be used for farming to feed Japan's large population. It is common to see houses four to six feet away from flourishing rice paddies. Capsule hotels, containing rooms with only enough space to sleep, are an ingenious use of space, and triple-decked parking facilities in small city lots are typical in this crowded country. Such intensive use of space is also evident in Joyamakita Junior High School in Hiroshima City.

This modern public school is four stories high and includes all the usual rooms necessary to effectively educate middle school children, with the exception of a school cafeteria. Japanese students either bring their lunches from home or buy a lunch at school provided by an outside vendor. Usually, lunches are eaten in the classroom. Like 95% of all public schools in Japan, Joyamakita has a swimming pool. The Japanese consider swimming as part of the school curriculum. The average room size at Joyamakita is 7.55 meters by 8.5 meters. The library and science labs are double that measurement. The hallway widths are 3.55 meters. Joyamakita has 570 students, and its student/teacher ratio is 36:1. The legal limit is forty students per classroom. Student desks are pushed together in pairs in most classrooms to allow students to work together and to allow passage between the rows of student desks. Joyamakita is three times larger than an average school in the United States and has ten more students per class.

TOPIC

The New York and Tokyo Stock Exchanges: A Comparison

by Glenn Diedrich
Walker Middle School, Milwaukee, Wisconsin and
National Social Studies Consultant, McDougal Littel, Inc.

NCSS STANDARDS – THEMATIC STRANDS

IV. Individual Development and Identity

b. describe personal connections to place—as associated with community, nation, and world;

e. identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.

V. Individuals, Groups, and Institutions

a. demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups;

b. analyze group and institutional influences on people, events, and elements of culture;

c. describe various forms institutions take and the interactions of people with institutions.

VII. Production, Distribution, and Consumption

a. give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed;

c. explain the difference between private and public goods and services;

f. explain and illustrate how values and beliefs influence different economic decisions;

i. use economic concepts to help explain historical and current developments and issues in local, national, or global contexts.

INTRODUCTION – PURPOSE/RATIONALE

This is a comparative study of the New York Stock Exchange (NYSE) and the Tokyo Stock Exchange (TSE). There are remarkable similarities as well as important differences in these two exchanges. This lesson will allow students to examine the NYSE and the TSE and then compare and contrast how Japan and the United States use their respective exchanges. The students will work in pairs to create a timeline display with one-page papers on each exchange.

Following this comparison, students will analyze data about savings programs. Students will then write an article showing the results of their comparison and contrast analyses of the savings systems in Japan and the United States.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This lesson is designed to work at grade levels 6-12 in which economics, specifically the stock exchange, is taught. An ideal situation would be usage in conjunction with The Stock Market Game or Stock Market 2000. This activity could be placed in economics, history, or Asian studies courses.

OBJECTIVES

Knowledge – Students will:

- list the differences between the NYSE and the TSE.
- use economic terminology to discuss the NYSE and the TSE.
- describe in writing how the NYSE and the TSE function.
- analyze data from the United States and Japan to study personal savings rates and projected rates of return on investments.

Attitude – Students will:

- recognize the interdependence of world financial markets.
- analyze the personal savings rates of Japanese and U.S. citizens.

Skills – Students will:

- prepare an essay on the NYSE or the TSE.
- analyze charts, graphs and other figures to study personal savings rates in Japan and the United States.
- calculate the average rate of return on investments in Japan and the United States.
- critically compare the NYSE and the TSE.
- make a timeline that combines the history of the NYSE and the TSE.
- make a display with the timeline and their revised papers on one of the exchanges.

TIME ALLOTMENT

This lesson will take about 3-4 class sessions or the teacher can exclude sections to shorten the time needed.

RESOURCES NEEDED

- Appendix 1: The Histories of the NYSE and the TSE
- Appendix 2: Comparative data for the NYSE and the TSE
- Appendix 2a: Worksheet
- Appendix 3: "Brokerage Industry Helping Change Image"
- Appendix 3a: Worksheet
- poster board
- markers
- miscellaneous supplies for the development of the display

PROCEDURE

A. [Please skip step A if students already have an understanding of how stock exchanges work. Teachers may also elect to implement only one of the following activities.] Distribute a copy of Appendix 1 to each student.

1. Assign student pairs. Within each pair, one student should represent the United States and the other student should represent Japan.
   a. Students should read the history of their chosen country's stock exchange.
   b. Have students write a one-page, five-paragraph essay (in both rough and revised forms) on the history of their exchange.
2. With their partners, students should create a timeline merging the important dates from the NYSE and the TSE. Each pair's timeline must have 30 dates, 15 from each nation's exchange.
   a. On a large section of poster board, have student pairs display their timelines and essays. Be sure the displays have titles.

B. Distribute a copy of Appendix 2 to each student.

1. Have students use the chart provided to create a Venn diagram showing the similarities and differences between the Japanese and the U.S. stock markets.
2. As homework, students should answer the questions provided in Appendix 2:A.

C. Distribute copies of Appendix 3 and have students read it then answer the questions provided in Appendix 3:A concerning the beginnings of the Stock Market Game in Japan.

1. Write letters of encouragement to Mr. Shin Akamine supporting the Stock Market Game.
2. Have the students create and conduct a survey about attitudes towards savings in their own school or community.

ASSESSMENT

- Use the poster board displays, the reading and analyses of the charts, graphs and other raw data as well as the students' essays to assess student knowledge and understanding of this lesson. Students could also gather these materials in a journal that could be kept as part of their portfolio.

EXTENSION AND ENRICHMENT

- Write letters to the New York Stock Exchange and/or the Tokyo Stock Exchange explaining what was learned in comparing and contrasting the two exchanges.

Mr. Murray Teitlebaum
New York Stock Exchange
Education Director
11 Wall St.
New York, NY 10005
http://www.nyse.com

Mr. Shin Akamine, Public Relations Manager
Tokyo Stock Exchange
Office of Public Relations
2-1 Nihombashi-Kabuto-Cho
Chuo-ku Tokyo 103

- Participate in the Stock Market Game, a 10-week simulation of investing an imaginary $100,000 in the exchanges of the United States. For more information contact Mr. Teitlebaum at the NYSE. The game is played in both Fall and Spring semesters.
- Make a large world map and then label the exchanges of the world on that map. Which is closest to your school? Study the role of that exchange in your community.
- Visit one of the exchanges and use your firsthand knowledge to compare it to another exchange.
- Using the Internet, research the differences in other stock exchanges throughout the world:

  Europe: Amsterdam Stock Exchange, Athens Stock Exchange, Barcelona Stock Exchange, Bilbao Stock Exchange, Brussels Stock Exchange, Budapest Stock Exchange, Copenhagen Stock Exchange, European Options Exchange, Frankfort Stock Exchange, Helsinki Stock Exchange, London Stock Exchange, Luxembourg Stock Exchange, Madrid Stock Exchange, Oslo Stock Exchange, Paris Stock Exchange, Prague Stock Exchange, Stockholm Stock Exchange, Swiss Stock Exchange, Vienna Stock Exchange, Warsaw Stock Exchange and the Association of Italian Stock Exchanges.

  Middle & Near East, Africa: Istanbul Stock Exchange, Johannesburg Stock Exchange, Tehran Stock Exchange, Tel Aviv Stock Exchange.

  Asia, Oceania: Australian Stock Exchange, Jakarta Stock Exchange, Korea Stock Exchange, Kuala Lumpur Stock Exchange, New Zealand Stock Exchange, Osaka Securities Exchange, Philippine Stock Exchange, Shanghai Stock Exchange, Shenzhen Stock Exchange, Singapore Stock Exchange, Stock Exchange of Hong Kong, Stock Exchange of Thailand, Taiwan Stock Exchange and the Tokyo Stock Exchange.

  North & South America: American Stock Exchange, Buenos Aires Stock Exchange, Chicago Stock Exchange, Mexico Stock Exchange, Montreal Stock Exchange, New York Stock Exchange, Rio de Janeiro Stock Exchange, Santiago Stock Exchange, Sao Paulo Stock Exchange, Toronto Stock Exchange, Vancouver Stock Exchange, Chicago Board Options Exchange and National Association of Securities Dealers.

APPENDIX I
THE HISTORIES OF THE TOKYO STOCK EXCHANGE AND THE NEW YORK STOCK EXCHANGE

History and Timeline of the Tokyo Stock Exchange:

In May, 1878, the Tokyo Stock Exchange Co., Ltd was established as a two-way, continuous auction market where buy and sell orders directly interact with one another. Following World War II, the Japanese Securities Exchange was established as a quasi-governmental organization, merging all existing stock exchanges in Japan. The Japan Securities Exchange was dissolved on April 16, 1947 and reopened as the Tokyo Stock Exchange on April 1, 1949.

TIMELINE DATA:

May 1878	Tokyo Stock Exchange Co., Ltd. established
June 1943	Japan Securities Exchange established
April 16, 1947	Japan Securities Exchange dissolved
April 1, 1949	The present TSE established
May 1949	Stock trading on TSE started
April 1956	Bond Trading started
October 1966	Second Section for stocks opened
January 1967	Transaction in subscription rights to new shares started
July 1969	TSE stock price index (TOPIX) inaugurated
May 1970	Trading in convertible bonds started
July 1971	Book entry Clearing System for stocks introduced
December 1973	Foreign Stock Section opened
September 1974	Computerized Market Information System put into operation
April 1979	Large block trading system for government bonds begun
January 1982	Computer-assisted Order Routing & Execution System (CORES) for Second Section Stocks started
March 1982	Trading in bonds with stock subscription warrants started
October 1983	Computerized System for Transactions Collation (CSTC) put into operation
October 1984	New market building of TSE completed
October 1985	Ten-year government bond futures started
February 1986	Ten securities companies, including first six foreign companies, joined TSE membership
April 1988	New main office building of TSE completed
May 1988	22 companies, including 16 foreign companies, join TSE membership
September 1988	Trading in stock index futures based on (TOPIX) started
October 1989	Trading in U.S. Treasury Bond (T-Bond) futures started
May 1990	Options on Japanese government bond futures trading started
November 1990	Floor Order Routing & Execution System (FORES) introduced
October 1994	Stock Market Game introduced in Japan

History and Timeline of the New York Stock Exchange:

The story of the New York Stock Exchange is interwoven with the life of New York City and the nation. In 1790, the United States was a new nation with four million citizens living in thirteen states along the east coast. By 1865, war, negotiation, and purchase had expanded the continental boundaries from the Atlantic to the Pacific, encompassing thirty-five million people living in thirty-six states and half a dozen territories. By 1980, 225 million Americans lived in fifty states. In less than 200 years, a rural community of farms and small towns became an urban industrial society, and numbered among the most technologically advanced countries of the world. The United States benefitted greatly from its earliest years, in having all the necessary factors for economic development: plentiful natural resources, a growing rail system, a diverse work force, aggressive entrepreneurs and financial institutions to funnel capital into investments. These institutions were concentrated in New York City, and the New York Stock Exchange became a leader among them in channeling capital into industry. By the late nineteenth century, it was the leading exchange in America; by the 1920s, it had become the center of international finance. Today, the New York Stock Exchange continues to play a principal role among the world's financial institutions, contributing significantly to the growth of enterprise.

[Adapted from the promotional booklet, "Marketplace: A Brief History of the New York Stock Exchange."]

TIMELINE DATA:

May 17, 1792	24 brokers form a securities market called the "Buttonwood Agreement" which allowed for preferred trade within the group
March 8, 1817	New York Stock & Exchange Board founded
October 1825	Erie Canal built with New York State Municipal Bonds

1830	Mohawk & Hudson Railroad used Exchange to gain capital for construction causing growth of Exchange
1844	Telegraph invented by Samuel Morse
1842-1853	"Listing" formed—Exchange moves to Merchant's Exchange Building
1860	Beginning of expansion due to Northern expansion
1863	New name given to Exchange, New York Stock Exchange (NYSE)
April 17, 1865	President Lincoln assassinated, NYSE closed
1866	Transatlantic cable completed—international financial market possible
1867	Stock ticker introduced
October 23, 1868	Seats on NYSE could be bought and sold
January 1869	Registration for listed firms (due to corruption) required by NYSE
May 8, 1869	Open Board, NYSE and Government Bond Department merged
September 24, 1869	"Black Friday" Gould & Fisk attempted to corner gold market and U.S. government broke their monopoly but that break resulted in tremendous loss to many speculators
1870	"Bull and Bear" first used in a book titled, *Men and Mysteries of Wall Street* by James Medberry
1878	Telephones introduced at NYSE
1882	Edison Electric Illuminating Company lit Wall Street
1885	NYSE took over internal information gathering
December 15, 1886	First million-share trading day
1890	New York Quotation Company formed by buying all other ticker companies to assure accuracy and distribution of reports
1896	*Wall Street Journal* founded
April 22, 1903	NYSE moved to current location
1914	Federal Reserve System established
Summer 1914	Exchanges world-wide did poorly due to World War I, exchanges in Montreal, Vienna, Budapest, Antwerp, Berlin, Rome, Paris, St. Petersburg and throughout South America closed
July 31, 1914	London Exchange did not open
July 31-December 11, 1914	NYSE closed for the longest period ever
October 24, 1929	"Black Thursday"
October 29, 1929	Stock Market Crash
October 1, 1934	NYSE registered with Securities and Exchange Commission as a national securities exchange
December 7, 1941-1945	World War II—NYSE remained open
December 20, 1966	Computer cards introduced
December 1967	Muriel Siebert became first female member of NYSE
March 26, 1970	Public ownership of member firms approved
February 18, 1971	New York Stock Exchange incorporated
1972	Security Industry Automation Corporation established
March 1, 1976	Designated Order Turnaround (DOT) system established
April 17, 1978	Intermarket Trading System began operation, connecting seven markets; the American, Boston, Cincinnati, Midwest, New York, Pacific and Philadelphia
August 18, 1982	First 100 million-share day
October 19, 1987	"Black Monday"
October 20, 1987	Highest volume day (608,148,710 shares)
June 13, 1991	NYSE began its first off-hours trading sessions

APPENDIX 2
COMPARATIVE DATA FOR THE NYSE AND THE TSE

Hours:

TSE: 9:00-11:00 A.M. and 12:30-3:00 P.M., Monday-Friday

NYSE: 9:30 A.M.-4:00 P.M., Monday-Friday

Number of listed companies:

TSE: 1,700 total listed

150 of the top companies are traded on the floor.

No foreign companies are traded on the floor.

Remaining companies are traded on computers, 20 on each.

NYSE: 2,920 listed

All companies are traded on the floor.

Number of Securities Firms working at Exchanges:

TSE: 124 firms

NYSE: 220 firms

Number of people on the floor of the Exchanges:

TSE: 800 people

NYSE: 1,850+ people

Post arrangements:

TSE: Posts are arranged by three sections:

1. Construction/Communication
2. Food/Insurance
3. Commerce

NYSE: There are 22 sections per post in three rooms with one to ten listed companies per section.

Method of execution:

TSE: 150 hand signals, as well as slips of paper and computers, are used to buy and sell stocks.

NYSE: Slips of paper are used to give orders to clerks after being agreed to by the specialist.

Main indexes used at Exchanges:

TSE: TOPIX analyzes 1,000 stocks on the TSE Nikkei Index.

NYSE: The Dow Jones Industrial Average analyzes 30 stocks. Standard and Poors 500 analyzes 500 stocks.

Matching buy and sell orders?:

TSE: A "Saitori" is a member of the TSE assigned to match trades

NYSE: A "Specialist" is a NYSE-assigned member required to maintain a fair and orderly market in the one to ten securities assigned

Market Supervision:

TSE: TSE staff

NYSE: Stock Watch

Where does an Initial Public Offering begin?:

TSE: Goes directly to computer until it is one of the top 150 companies annually

NYSE: Goes directly to the floor

Who owns the stocks? (1994):

TSE:
- 43.8% Financial institutions
- 23.9% Business Corporations
- 23.7% Individuals and Others
- 6.7% Foreigners
- 1.3% Securities Companies

NYSE:
- 47.7% Individuals
- 25.7% Personal Pensions
- 13.6% Mutual Funds
- 5.4% Foreigners
- 4.2% Insurance Companies
- 2.7% Bank Personal Trusts

[Adapted from *Tokyo Stock Exchange Fact Book 1996*]

APPENDIX 2a
WORKSHEET

Name: _____

Date: _____

Class: _____

Compare and Contrast the Tokyo Stock Exchange and the New York Stock Exchange.

1. Name an index used on the Tokyo Stock Exchange. How many stocks are used in this index?

2. Approximately how many stocks are listed on the New York Stock Exchange?

3. How many hours per week is the Tokyo Stock Exchange open?

4. What is a "specialist?"

5. How many stocks are actually traded on the *floor* of the Tokyo Stock Exchange?

6. Where are the remaining stocks of the Tokyo Stock Exchange traded?

7. Name an index used on the New York Stock Exchange. How many stocks does this index list?

8. What is a *Saitori?*

9. How many hours per week is the New York Stock Exchange open?

10. Stock Watch is to the New York Stock Exchange as the _____ is to the Tokyo Stock Exchange.

11. Which exchange, the TSE or the NYSE, has the greater number of personal investors?

APPENDIX 3
"BROKERAGE INDUSTRY HELPING CHANGE IMAGE"

Daily Yomiuri. June 13, 1996. This article appeared earlier in *Kyodo News.* Reprinted by permission.

Like many other Japanese students, Mizuki Ito, a 15-year-old student of Asahi Middle School in Chiba Prefecture has had a bad image about stocks.

"I used to think stocks were traded by wicked people to make money," she said, but this bad image recently changed, albeit slightly, thanks to a class in her school.

The change came through her introduction to a stock market game whereby students compete with each other for higher returns by investing an imaginary sum in major Japanese stocks.

The game, which has its origin in Canada and was first introduced in Japan on as experimental basis last fall, is now being used at Asahi and 38 other schools around Japan.

The introduction of the game for classes at schools and universities is being promoted by the nation's brokerage industry and the Tokyo Stock Exchange.

"It is necessary to improve images about stocks, which were hurt by a series of scandals involving securities companies," said Shin Akamine, public relations manager of the TSE.

"To do so, we must not spare any expense," he said. Indeed, the Japan Securities Dealers Association will spend 18 million yen in fiscal 1996 ending next March for the game's diffusion.

Last month, the association, the TSE and the Investment Trust Association called on the Education Ministry to promote securities education in schools.

The securities industry and the TSE believe that unfavorable images of stocks and other securities stem in large part from a lack of education about securities at schools.

Toshio Watanabe, a teacher at Asahi Middle School, said, "There are just brief descriptions about stocks in textbooks." To make up for it, he said he is using the stock market game.

Under Watanabe's guidance, about 30 third-year students have been learning about stocks through the game and other teaching materials once a week since April.

In some two months, one group posted a 3.75 percent return on investments, excluding commissions and taxes, higher than the 1.8 percent growth in the Nikkei Stock Average during the same period.

Kazuo Kobayashi, a teacher at Komoro Commercial High School in Nagano Prefecture, central Japan, said, "I am using the game in my class, hoping students could manage their assets well in the future."

But the brokerage industry has kept a low profile in helping the introduction of the stock market game in contrast to its U.S. counterpart's positive stance toward education about stocks.

This is partly because many teachers still belong to the Japan Teachers Union although the union has moderated its leftist stance, some industry sources said, adding some parents of students are cautious about stocks.

For example, Watanabe of Asahi Junior High School received an anonymous call from a man, who said, "You should teach students manual labor instead of unearned income from stock trading."

According to Watanabe, the man said, "You are being taken in by sweet words of securities companies. Junior high school students are too young to be taught stocks."

The stock market game is also drawing repercussions from legal circles, in particular an Osaka-based group of lawyers who have handled securities-related legal disputes.

Earlier this year, the group asked the finance minister, the TSE and the Securities and Exchange Surveillance Commission to prevent the introduction of the game for compulsory education.

Toshihiko Yamazaki, a lawyer belonging to the group, said, "Behind the game is a selfish motive of the brokerage industry—As adults dislike stocks, let's teach children stocks."

He also said stocks should be held for a long time and should be traded at long intervals, but the stock market game forces students to trade stocks for quick gains.

Yamazaki got in touch with Watanabe to explain about investors who suffered unfair losses from securities transactions, and Watanabe is ready to teach about such victims in his class.

Far from mounting controversies among adults like Yamazaki and Watanabe about the stock market game and education about securities in general, students seem to be relatively cool-headed.

More than half the students at Watanabe's class of Asahi Junior High School said they do not want to trade stocks in the future, though some of them came to have better images about stocks.

Yusuke Suzuki, a 14-year-old student, said, "There will be times when I will be able to gain profits, but I think there will be more chances for me to lose money."

Nao Kawai, 14, is also prudent. "I don't want to invest my money in stocks. Stock trading is difficult and I'm worried I will be troubled if stock prices collapse."

APPENDIX 3a
WORKSHEET

Name: _____

Date: _____

Class: _____

1. How did Mizuki Ito feel about investing in the stock market before the Stock Market Game?

2. Where did the Stock Market Game originate?

3. How many schools in Japan played the Stock Market Game last fall?

4. Why is Shin Akamine promoting the Stock Market Game in Japan?

5. The Japan Securities Dealers Association has given how much money for diffusion of the Stock Market Game in 1996?

6. Why is the Stock Market Game so controversial in Japan?

7. Do students in Japan change their attitudes toward investing in the stock market when they become adults? Why or why not?

TOPIC

Geographic Considerations

by B. A. (Mike) Fazio
Belmont Senior High School, Perth, Western Australia

NCSS STANDARDS – THEMATIC STRANDS

III. People, Places, and Environments

b. create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;

d. estimate distance, calculate scale, and distinguish other geographic relationships such as population density and spatial distribution patterns.

INTRODUCTION – PURPOSE/RATIONALE

It is important for all of us to know more about Japan for several reasons. Often what happens there has an effect on our country. Because of Japan's vast economic wealth, it is a most valuable trading partner. Many of the people in our country have their origins in Japan. Changes in the politics, economy, and lifestyle in Japan may affect us to some degree.

The aim of this lesson is to develop in students an understanding of the relative location and size of Japan. By comparing their own country to Japan, students are able to develop a better understanding of where Japan is located, who its immediate neighbors are, and how big Japan is. Without this knowledge, it will be difficult for students to truly understand the significance of Japan in world affairs.

The lesson will require teacher direction and support since students may not have acquired the skills necessary to carry out the various activities. Many of the activities require group work and students are encouraged to interact with one another in order to attain concepts of relative location and distance and global connections.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This lesson is designed to be used with grade 8 students; however, the activities can be modified to suit a variety of different grade levels. For example, older students could be asked to investigate and explain the importance of Japan's location to world trade and to geopolitics. Younger children could be asked to carry out simple mapping activities, such as marking and naming the main islands of Japan and some of its cities.

OBJECTIVES

Knowledge – Students will:

- locate the islands of Japan in a world atlas.
- compare the relative size and location of Japan with other countries.
- indicate why Japan is an important area for study.

Attitude – Students will:

- appreciate the impact of geography on culture.

Skills – Students will:

- locate and mark Japan on a world map.
- mark and name the main islands of Japan.
- mark and name some major cities of Japan.
- use the scale on a map to calculate distances.
- compare the size and location of Japan relative to other countries.
- indicate the importance of Japan as an area of study.

TIME ALLOTMENT

It is recommended that teachers spend about one and one half hours on this lesson with a typical Year 8 class. For students in lower grades, more time may be required to teach some of the skills, such as how to use an atlas, before all the activities can be completed. The teacher may also have to spend time teaching students how to use the scale on a map to calculate distance.

RESOURCES NEEDED

- Appendix 1: Background Information
- a blank map of Japan and East Asia
- a blank map of the world
- a world atlas

PROCEDURE

Because the aim of social studies is to promote informed participation in society, it is important that methods of teaching the subject be in harmony with that aim. That is, teachers should encourage students to become actively involved in the learning process. The methodology below emphasizes such involvement. The learning activities presented in this lesson have been developed with the following methodology in mind.

Goal Setting:

Students must find relevant goals if we are to arouse their interest in learning.

Intake of Information:

Students must have a substantial information base before abstract learning can take place.

Translation of Information:

Students must be able to translate information into their own language in order to understand different concepts.

Organization for Understanding:

In order to gain understanding, students must be assisted in organizing information to find essential features, causal relationships, and conclusions.

Demonstrating Understanding:

Students confirm their understanding when they demonstrate their ability to communicate it to somebody else.

Review of Goals:

The feedback gained at the end of the learning process provides students with the motivation to attempt the next task.

A. **Why is Japan an important area for study?**

Australians, Americans, and Canadians, among many others, share the Pacific with some of the most dynamic and densely populated nations of the Earth such as Japan. Our links to these nations are increasingly important, especially in trade, tourism, economic and cultural exchanges, sister-city relationships, immigration, and sporting contacts. As we approach the 21st century, our lives will be increasingly linked with people from countries such as Japan. Japan's large population and surging economic expansion provide further reasons why we should help students develop a sound understanding and appreciation of Japanese culture.

LEARNING ACTIVITIES:

1. Have students list all the words that come to mind when they think about Japan. Discuss the list in class, considering how much is known about Japan, and why.
2. Group the student-generated word list into categories such as location, culture, economy, and trade. Reasons why Japan is an important area to study should emerge from this activity.
3. In groups, have students discuss why Japan is important to their country. Each group should then explain these ideas in a couple of written paragraphs to be shared with the class.

B. **Where is Japan?**

Japan is located on the north-eastern coast of Asia close to China, Korea, and Russia. Its position is strategic in terms of access to the rapidly expanding Chinese and Korean economies and the vast resources of Siberian Russia. The many ports of the eastern and southern coasts of the Japanese mainland give it access to North and South America, Southeast Asia and Australia.

LOCATING PLACES ON THE EARTH'S SURFACE:

Students will be aware that the shape of the Earth is spherical; however, they may not be aware of the following:

- Imaginary lines are used on a flat map or circles on a globe to help locate places.
- The horizontal lines are called lines of latitude.
- The vertical lines are called lines of longitude.
- The chief line of latitude is called the equator.
- The equator divides the globe (the Earth) into halves called hemispheres.
- The most important line of longitude is the Prime Meridian (0° degress).
- All lines of longitude are calculated east or west of the Prime Meridian.
- On a flat map of the world we still have hemispheres separated by lines of latitude and longitude.

LEARNING ACTIVITIES:

1. Refer to an atlas map of the world showing the various countries. On a blank map of the world, students should carefully shade in the area of Japan and their own country. Have students write a short paragraph describing the location of Japan in relation to their own country.
2. On the same map, have students mark in the following:
   - the equator
   - the Prime Meridian
   - the Northern, Southern, Western, and Eastern Hemispheres
   - 26°N and 46°N latitude
   - 128°E and 146°E longitude
3. Mark and name the Circum-Pacific earthquake zone. Ask students to identify other countries of the world through which this zone passes.
4. Using their maps and a world atlas, students should write one-or two-sentence answers to the following questions:
   - In which hemisphere does Japan lie by latitude and by longitude?
   - In terms of latitude, in which hemisphere is Australia found? What about the United States?
   - Which country is closest to Japan? Which other countries are Japan's immediate neighbors?
   - How do you account for the huge number of islands which make up the Japanese archipelago? Answers should focus on many of the islands being the peaks of underwater mountain ranges.
   - What other island countries are found along the western edge of the Pacific Ocean?

C. Distance from Japan

Japan is a country that lies off the east coast of the Asian continent. Its position has been advantageous in world trade and commerce. Below are the distances between Tokyo and some other major cities of the world:

CITY	*KILOMETERS*	*MILES*
New York	10,850	6,740
London	9,560	5,940
Sydney	7,830	4,870
Singapore	5,320	3,310
Shanghai	1,770	1,100

LEARNING ACTIVITIES:

1. Have students use a world atlas, a straight edge, and the map's line scale (legend) to discover the distance to Tokyo from the following cities:

   Washington D.C

   Los Angeles

   Chicago

   Melbourne (Australia)

   Seoul (Korea)

2. A jumbo jet travels at approximately 850 kilometers per hour. Have students calculate how long it would take to travel to Tokyo from the city in which they are living. Students should use the formula "Distance divided by speed equals time." Students should also calculate how long it would take to travel to Tokyo from Sydney and from Los Angeles.
3. Assuming that the plane flew in a straight line from the students' present location to Tokyo, over which countries would they pass during their journey?
4. Refer to a world map, and in small groups have students discuss reasons why Japan's geography is advantageous in world trade. Students should list at least four reasons to share with the class.

D. The Boundaries of Japan

Japan has definite sea boundaries. The Pacific Ocean is to the east, and to the west, Japan is separated from the Asian mainland by the Sea of Japan and the Korean Strait. To the south of Japan is the China Sea and the Sea of Okhotsk is to the north.

LEARNING ACTIVITIES:

1. Students should use an atlas to locate Japan.
2. On a blank map of East Asia, have students mark and name the main islands of Japan.
3. Have students mark and name the Korean Strait, the Sea of Japan, the Sea of Okhotsk, the Pacific Ocean, and the East China Sea.
4. Have students mark and name the Japanese cities of Hiroshima, Kobe, Kyoto, Nagoya, Osaka, and Sapporo.
5. Have students mark and name the Izu-Ogusawara Deep and the Japan Deep.

E. The Size of Japan

Japan has a land area of about 378,000 square kilometers (146,000 square miles). This area is slightly larger than Malaysia, but about one twenty-fifth that of the United States, or one-twentieth that of Australia. These statistics show that Japan is a relatively small country. However, this knowledge will be more meaningful if students compare the size of land areas with the previously-gained knowledge of distances.

LEARNING ACTIVITIES:

1. Ask students to recall a journey that they have made within their own country. They should then think about those journeys as they look at a world atlas. Students should identify some of the main cities in Japan, and in their own country.
2. Ask students to notice the relative sizes of the countries and the relative distances between major urban centers in Japan and in their own country.

SUPPLEMENTAL ACTIVITIES

Discover Japan Game

The purpose of this game is to help students learn about Japan's islands and cities. It will also give students practice in using information sources such as tourist brochures, airline schedules, maps, and atlases. Much of the information required may also be found on the Internet. Students should be strongly encouraged to use this source of information for their study.

Each game participant requires the following resources:

- a blank map of Japan
- a blank map of the world
- a blank expenditure statement form (see below)
- access to tourist brochures and airline information
- access to the Internet

EXPENDITURE STATEMENT		
Day	Item/Service Purchased	Cost

HOW TO PLAY:

1. Participants select five or six destinations to visit. These may be cities, islands, cultural sites, or any other areas of interest.
2. Determine points of departure and arrival.
3. Select a mode of transportation (e.g. jet aircraft to Japan and a train for travelling to various sites within that country).
4. Determine a finite sum of money to be spent on the trip.

RULES OF THE GAME:

1. Participants should plot their travel route on the blank map and mark each of the locations to be visited.
2. Complete the expenditure statement using information gained from the Internet, tourist brochures, and airline information.
3. Write and illustrate a postcard from each location. Include information about such things as climate, places of interest, food, accommodation, and cultural events. Participants will need to research such information.

The finished product could be displayed before the class. The work may be assessed on the basic accuracy and quality of the information and presentation.

Distance and Time Zones

This activity may be used with more advanced or older students as a means of explaining the meaning and importance of standard time meridians and time zones.

In this lesson we have talked about flying time. But travelers need to calculate their arrivals and departures in local time, that is, the actual time on the clock at the point of departure or arrival. Students must understand that time varies around the world. The following information should aid this understanding:

- There are 360° of longitude (180°E and 180°W of the Prime Meridian). Greenwich, England is the city through which the Prime Meridian passes. Its longitude is therefore 0°.
- Since the Earth takes 24 hours to make one complete rotation on its axis (360°), it will take one hour for every 15° of longitude.
- Because the Earth rotates from west to east, locations east of the Prime Meridian (0°) are behind in time.

NOTE: Some countries are exceptions to this convention; also, there are additional exceptions in the summer.

EXAMPLES:

- Places on longitude 15°E will be one hour ahead of the time on the Prime Meridian. Cairo, which is 30° east of the Prime Meridian, will therefore be two hours (30/15) ahead of Greenwich time.
- Places on longitude 15°W will be one hour behind the time of the Prime Meridian. For example, Buenos Aires is 60° longitude west of the Prime Meridian. Therefore its time will be four hours (60/15) behind Greenwich time.

LEARNING ACTIVITIES:

1. Assume that it is noon in Greenwich. Have students calculate what the time will be at places along each of the following lines of longitude:

35°E	150°W
35°W	150°E
55°E	55°W
120°E	90°E

2. Have students calculate the time difference between their present location and Tokyo.

H. Standard Time Zones

It would not be practical to adjust clocks each time one travelled across lines of longitude. It would also be confusing if each city or town had its own local time according to its own particular longitude. To overcome these problems, standard time zones have been established throughout the world. Each time zone stretches approximately through 15° of longitude, though in some cases this has been extended over the whole country, as in the case of China. Throughout any particular zone, time is determined by the local time at the longitude which passes approximately through the center of the zone. This longitude is called the Standard Meridian. By this arrangement, local time is the same throughout the zone.

LEARNING ACTIVITIES:

Study a map of world time zones and answer the following questions:

1. How many time zones are there in the United States? Canada? Australia? Japan?
2. How many hours difference would there be in time between New York City and San Francisco?
3. What is the time difference between Tokyo and London?
4. What is the time difference between San Francisco and Tokyo? Note the impact of crossing the International Date Line.

ASSESSMENT

- Students should complete the following exercises and submit their responses to the teacher for assessment:
  1. In two or three sentences, explain why it is important to study about Japan.
  2. Write a paragraph explaining why Japan's position is well-placed for trade.

3. Write two or three paragraphs comparing and contrasting the location and relative size of Japan with the United States, Canada, or Australia.

- Teachers could also use the focus questions presented earlier in this lesson as an alternative means of assessment. Grading should be based on the accuracy of the student description.

EXTENSION AND ENRICHMENT

- Have students design a travel brochure about Japan, emphasizing some of its physical and cultural features.
- Ask students to research the Great Kanto Earthquake of 1923 or the Great Hanshin Earthquake of 1995. Have students prepare a report outlining the causes and consequences of the chosen earthquake. These reports could be illustrated with sketches and diagrams. Students could create a comparison between these two earthquakes, their causes and consequences.

APPENDIX
BACKGROUND INFORMATION

Japan is an island nation lying off the east coast of Asia, between 26°N and 46°N and between 128°E and 146°E. Stretching in an arc for 3,000 kilometers (1860 miles) from tip to tip, it covers an area of about 378,000 square kilometers (146,000 square miles). Japan is slightly larger than Malaysia, roughly one twentieth the size of Australia and one twenty-fifth the size of the United States.

Japan is made up of four main islands (Hokkaido, Honshu, Kyushu, and Shikoku) which, together with more than 4,000 smaller islands, are collectively referred to as the Japanese archipelago (group of islands).

Japan's national capital, Tokyo, lies at 140°E longitude (on a line with New Guinea and central Australia) and 36°N (on a line with Tsingtao [Qingdao], Malta, and the Grand Canyon).

The islands of Japan are bounded by the Pacific Ocean on the east and the Sea of Japan on the west. They are connected to the Asian mainland by the relatively low-lying continental shelf. On the Pacific side of the islands are two regions of extremely deep water known as the Japan Deep and the Izu-Ogasawara Deep.

All the major islands have very irregular coastlines along which are found many sheltered harbors. Fishing, ships, and trading are important to the livelihood of the Japanese.

Lying on the Circum-Pacific Earthquake Zone, Japan is not only one of the world's most earthquake-prone zones, but also the site of many volcanoes. One of the most disastrous tremors was the Great Kanto Earthquake of 1923 which caused extensive damage and killed thousands of people. The Great Hanshin Earthquake of 1995 also caused considerable damage and loss of life. The islands of Japan contain 196 volcanoes, about 67 of which are still active.

TOPIC

Surveying Japanese Students: Comparing Students from Different Cultures

by William P. Fitzhugh
Reisterstown Elementary School, Reisterstown, Maryland

NCSS STANDARDS - THEMATIC STRANDS

I. Culture

a. explore and describe similarities and differences in the way groups, societies, and cultures address similar human needs and concerns.

IV. Individual Development and Identity

f. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.

INTRODUCTION - PURPOSE/RATIONALE

In this series of activities, students will display data from a questionnaire completed by a selected class of Japanese elementary school students. The class will then complete the same questionnaire themselves. The students will tally results from both questionnaires and display data in an appropriate form: a graph or possibly a Venn diagram. The students will compare the results of the Japanese questionnaire with their own questionnaire and discover similarities and differences between their culture and the Japanese culture. The Japanese students polled live in Hiroshima, a Japanese city comparable in size to Baltimore.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This lesson is designed for students in intermediate (3-5) grades. It can also be used with middle school students since the data are appropriate. It can also be used with primary students with some teacher modifications.

OBJECTIVES

Knowledge – Students will:

- learn information about the daily lives of Japanese children their own age.
- draw conclusions about the similarities and differences between their own lives and the lives of students from another country and culture.

Attitude – Students will:

- gain an understanding and appreciation for another culture.

Skills – Students will:

- use graphing skills to analyze and appropriately display results of both questionnaires.
- be able to complete a questionnaire about themselves.

TIME ALLOTMENT

This social studies lesson can be correlated with graphing skills taught in mathematics class. Using both social studies and math periods, a teacher and class can complete these activities over a span of three days or six class periods.

RESOURCES NEEDED

- graph paper for different kinds of graphs
- writing paper
- drawing paper
- Appendix 1: Student questionnaire to be completed by the class
- Appendix 2: Data from Japanese student questionnaire
- Appendix 3: Notes for the teacher

PROCEDURES

A. Students will complete a questionnaire about themselves. Teacher will discuss the nature of answering questions about their likes and dislikes. Students should be cautioned about doing their own work and not discussing responses. After completion the teacher will collect questionnaires.

B. Teacher will divide class into small groups of students. These groups will be assigned several questions from the questionnaire. Students will tally the results of their section of the questionnaire. The tallied results from the questionnaire will be displayed for the entire class.

C. Each small group will determine which graph (pictograph, pie chart, bar graph, line graph) of its data will be most suitable and make a graph for each of the questions in their section of the questionnaire's data. Students will make a graph for each set of student responses. There will be two graphs (one for Japan, one for the U.S.) for each question.

NOTE: Teachers should determine before beginning that students know how to graph data. This can serve as an integrated math/social studies lesson.

D. Small groups of students will tally the data in Appendix 2 from the corresponding questions they completed from their own class's questionnaire

responses. They will then use the same kind of graphs (used in their own survey) to graph the Japanese student data.

E. In their small groups, students will orally compare and contrast the results of specific questions from the questionnaire. Students will look for similarities and differences in the responses. Students will use vocabulary such as: "greater than," "less than," and "equal to." Students will look for ways to combine sections of graph data.

F. Each student will write a paragraph expressing the inferences found in "E."

ASSESSMENT

- Teacher will assess the conclusions drawn by the groups concerning the similarities and differences each group has compiled from its section of the questionnaire.
- Teacher will assign a written question about the similarities and differences of specific questionnaire questions to the class.
- Teacher will assign a written question about the results regarding the similarities and differences each student can find from examining the responses from both Japan and the U.S. questionnaire.
- Individual students can complete a Venn diagram using graphing data as a source material.

EXTENSION AND ENRICHMENT

- Students can make their graphs on large poster board to display their own class results with Japanese student results. These can be hung in the school foyer.
- Another class can complete the survey. Students from each class can compare their own class responses with those of another or compare the new class with the Japanese class. Are there marked differences between American classes or between the second American class and the Japanese class?
- Students can use this data about themselves to write an autobiography or make an "All About Me" book.

APPENDIX 1
STUDENT QUESTIONNAIRE

1. I live in _____
2. I was born in _____
3. On my vacation, I went to _____
4. My favorite sport to play is _____
5. My favorite sport to watch is _____
6. When I grow up my job will be _____
7. My favorite food is _____
8. My favorite color is _____
9. My birthmonth is _____
10. My favorite subject in school is _____
11. My least favorite subject in school is _____
12. My pet at home is _____
13. My hobbies are _____
14. My favorite TV show is _____
15. My favorite holiday is _____
16. My favorite season of the year is _____
17. People in my family (including me) are _____

APPENDIX 2
DATA DISPLAY OF ANSWERS FROM JAPANESE STUDENT QUESTIONNAIRE

1. "I live in..."

   Hiroshima-31

2. "I was born in..."

   Hiroshima-25, Osaka-2, Yamaguchi-2, Goto-retto-1, Kyoto-1

3. "On vacation I went to..."

   pool-3, camp-3, home-4, Osaka-3, grandma's-2, Nara-1, hotel-2, Tokyo-1, Spaceworld-1, Shikoku-1, sea-6, mountains-2

4. "My favorite sport to play is..."

   rope skipping-2, swimming-5, badminton-2, baseball-10, soccer-7, basketball-2, running-2

5. "My favorite sport to watch is..."

   soccer-4, baseball-19, volleyball-1, swimming-1

6. "When I grow up my job will be..."

   millionaire-1, soccer player-5, carpenter-1, baseball player-4, nurse-1, teacher-5, building superintendent-1, cartoonist-2, train driver-1, store clerk (bakery, retail, florist, clothing)-6

7. "My favorite food is..."

   everything-1, meat (includes steak, yakitori)-8, sweets-1, fish (includes sushi)-3, pizza-1, hamburger-5, okonomiyaki-2, curry-1, ramen noodles-1, cake-1, gratin-1, rice-1, tempura-1, watermelon-1, spaghetti-1,

8. "My favorite color is..."

   blue-7, sky blue-5, purple-7, pink-4, silver-1, white-1, yellow-1, red-1, green-1

9. "My birthmonth is..."

   January-3, February-5, March-5, April-0, May-2, June-3, July-4, August-1, September-2, October-1, November-2, December-1

10. "My favorite subject in school is..."

    art-7, math-5, gym-10, social studies-2, science-2, language-2, music-2, nothing-1

11. "My least favorite subject in school is..."

    math-8, sociology-5, language-6, swimming-2, art-4, gym-1, music-2, nothing disliked-5

12. "My pet at home is..."

    tropical fish-8, dog-3, insect-1, hamster-1, bird-4, rabbit-1, cat-1, crayfish-1, no pet-11

13. "My hobbies are..."

    reading-10, playing-7, family time-7, drawing-4, soccer-3,

14. "My favorite TV show is..."

    Magical Zunou Power (game show)-5, Conan (children's animation)-6, Tomei Ningen (teen drama)-1, Crayon Shin Chan (children's animation)-1, Bakusou Kyodai (boys' animation)-1, Kaitou Saint Tale (girls' animation)-2, Dragon Ball (children's animation)-3, Mokuyou No Kaidan (horror)-1

15. "My favorite holidays are..."

    summer school holiday-21, spring school holiday-8, winter school holiday-1, New Year's-1

16. "My favorite season of the year is..."

    all-4, summer-10, winter-4, spring-10, fall-3

17. "People in my family (including me) are..."

    three-2, four-15, five-2, six-3

APPENDIX 3
NOTES FOR TEACHERS TO ACCOMPANY QUESTIONNAIRE RESULTS

The ideas below are presented to facilitate discussion of the corresponding responses to the questionnaire.

1. Many students at one school have different city/town mailing addresses.
2. Locate the birthplaces of students. Map the out-of-state and in-state sites. Were any of your students born outside the U.S.?
3. Ask your students for specific places or place names like Denver, not generalities such as camp or pool.
4. Find maps of playgrounds, baseball diamonds, etc. to display to students. Brainstorm for equipment needed for each sport.
5. A number of students mentioned Hiroshima Carp or Tokyo Giants. Locate American baseball teams on your U.S. Map.
6. Which jobs need a college education? Which jobs provide goods and services?
7. Which are "Western" foods? Sort foods according to your food pyramid. Try cooking some of these foods with your class—yum!
8. Try to discover why each color choice was significant for your students. Which colors do children of both cultures like?
9. *Showa* refers to a year in the reign of the late Emperor Hirohito. We sometimes refer to the presidency of... What other ways are there of demarcating time?
10. What is sociology?
11. Will students use "nothing disliked" in their graphs? This is student decision making. Most schools in Japan have outdoor swimming pools!
12. Only 1 cat! This is unusual; cats are said to bring good luck in Japan. What kinds of things do animals represent in our culture? What other things are symbols of good luck in our culture?
13. Sort these according to activity level.
14. Most Japanese children like cartoons which are also extremely popular with adults, too. Categorize the type of programming your students prefer.
15. Japanese children attend school 240 days a year. Their school calendar is much different from ours.
16. Summers are hot and humid, and there is a rainy season from mid-June to mid-July. Describe the seasonal weather where you live. Look up the daily weather report for Tokyo.
17. How do sizes of families differ between the two cultures? Traditionally, Japanese tended to be more likely to live with their extended families. What does this mean?

TOPIC

Japanlinks: Using the Internet to Investigate Modern Japan

by Joseph R. Gotchy
Thomas Jefferson High School, Federal Way, Washington

NCSS STANDARDS – THEMATIC STRANDS

I. Time, Continuity, and Change

b. apply key concepts such as time, chronology, causality, change, conflict and complexity to explain, analyze and show connections among patterns of historical change and continuity;

e. investigate, interpret and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment;

f. apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

III. People, Places, and Environments

g. describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.

V. Individuals, Groups, and Institutions

b. analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;

c. describe the various forms institutions take, and explain how they develop and change over time;

d. identify and analyze examples of tension between expressions of individuality and efforts used to promote social conformity by groups and institutions;

f. evaluate the role of institutions in furthering both continuity and change;

g. analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.

INTRODUCTION – PURPOSE/RATIONALE

Japanlinks will help students understand the unique character of Japanese culture by using a variety of print and electronic resources. The lesson focuses on an analysis of Japanese culture, education, government, and industry. In addition to print resources, students will use computers, the Internet, World Wide Web sites, and business quality software to create a variety of products that will demonstrate their understanding of the Japanese people and their place in the world. During the year-long class, students will be encouraged to compare and contrast their findings with Japan's contemporary counterparts, like the United States, Germany, South Africa, Australia, Canada, and Brazil.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This lesson has been designed for tenth grade students and has interdisciplinary applications.

OBJECTIVES

Knowledge – Students will:

- develop a thorough understanding of modern Japanese culture, education, government and industry.
- describe and compare the values and ideals that have influenced the design and goals of Japanese culture, education, government and industry.
- apply key concepts such as continuity, change, technology and culture to describe patterns within Japanese society.
- analyze the patterns within and the extent to which Japanese culture, education, government and industry address the needs of individual citizens and promote the common good in contemporary Japan.

Attitude – Students will:

- develop an appreciation of Japanese culture and its ability to reflect the values, ideals and principles that act as the foundation of Japanese society.
- demonstrate an ability to analyze and evaluate Japanese culture, education, government and industry from a neutral and scholarly vantage point.

Skills – Students will:

- develop the ability to use computers and networks as tools for communicating, solving problems, and gaining access to information.
- demonstrate an ability to use the World Wide Web and Internet to learn about modern Japan, its antecedents, and its future.
- improve their ability to use electronic tools to enhance their reading, writing, computational, creative, visual, and other thinking skills.
- use word processing, spreadsheet, and presentation software to retrieve, organize, analyze, and exhibit knowledge and insight gained through individual and team activities.

TIME ALLOTMENT

The number of class sessions will vary depending on the instructor's access to resources, hardware, software, the Internet, and tools like an LCD projector. The commitment of time will also depend on the nature of the exhibitions of knowledge and creativity that are expected of the students.

RESOURCES NEEDED

- various print and electronic resources on modern Japan
- instructional materials on using the Internet for educational purposes
- print resources, maps, and statistical information about modern Japan
- VCR and a wide variety of high quality video tapes about modern Japan
- computers with multi-media capabilities (although a computer lab or individual student laptops would be preferable, several stand-alone units will work)
- simultaneous access to the Internet for several computers
- powerful business quality software (e.g. Microsoft Office: Word, Excel, Access, and PowerPoint)
- an LCD projection unit (optional, but recommended for final exhibitions)

The following resources are examples that could be used in this lesson. Whatever resources are used, the goal is to give students insight into the past, present, and future of Japanese culture, education, government, and industry.

- Tables and charts on modern Japan like Full-time Pupils/Students (1993-94); Full-time Equivalent Teachers (1993-94); Advancement Rate to Higher Education (1991-1992). *Japan 1997: An International Comparison.* Tokyo: Keizai Koho Center, 1997, pp. 108-109. One per student.
- Data collections on Japan like Basic Statistics; Automobile Industry. *96 Japan-U.S. Economic Handbook.* Tokyo: Keidanren, 1996, pp. 6, 7, 8, 68, 69. One per student.
- Documents like Policy Agenda 2020 for an Attractive Japan in Five Fields. *An Attractive Japan: Keidanren's Vision for 2020.* Tokyo: Keidanren, 1996, pp. 4-5. One per student.
- Articles on the future of Japan e.g., "Special Report--An Attractive Japan: Keidanren's Vision for 2020." *Japan Update*, May 1996, pp. 6-8. One per student.
- Articles on using the Internet like "The Net Results" and "A Search Engine by any Other Name." *Microsoft Magazine*, Aug./Sept. 1996, pp. 23-25. One per student.
- A teacher-generated list of Internet bookmarks: Websites and Homepages on Japan like Mitsubishi Public Affairs (http://www.mitsubishi.co.jp/companies); Nikon Corporation (http://www.kit.co.jp/nikon); Mitsubishi Heavy Industries, Ltd. (http://www.mhi.co.jp); and Mitsubishi Motors Corporation (http://www.mitsubishi-motors.co.jp).

PROCEDURES

A. Survey students regarding their skills relative to the hardware, software, and Internet access that will be used in this lesson. This assessment of technology skills might be completed at the beginning of the semester or prior to starting Japanlinks. The results should be used as a benchmark for student training and curriculum decisions. Japanlinks encourages and requires a significant degree of cooperation and teamwork between the students and their teacher(s). Students with intermediate and advanced computer skills can be identified as specialists or consultants for those who need help.

B. Tell students that Japanese corporations tend to hire new employees because of their promise and potential rather than any particular skill that has been acquired in high school or college. Many Japanese companies expect to train their own employees for their specific jobs. Explain to students that their exhibitions of knowledge should be creative, educational, and a clear demonstration of their promise and potential as individuals and teammates. Japanlinks uses the notion of student as worker that has been popularized by Theodore R. Sizer and The Coalition of Essential Schools. Students may want to view themselves as potential employees who are trying to demonstrate their skills, knowledge, potential and promise as an employee.

C. Students should be divided into cooperative work groups of four students. These groups should be constructed in a manner that allows them to mirror teams that might be found in the world of business and industry. Personalities, skills, and work habits should be complementary rather than similar. Each group should have a leader or manager designated by the teacher. The manager should possess a strong set of computer application skills that can be used to organize and manage the group's activities.

D. Ask each group to brainstorm and then summarize its understanding of modern Japanese culture, education, government, and industry. Following the summaries, students should be given sets of current statistical data about Japan and asked if the data supports their existing image of Japan and its people. Data sets can highlight an individual topic (e.g. culture, education, government, industry) or provide a wide-ranging look at Japan and the diversity of Japanese society.

E. Assuming that the school or district has a policy that outlines student use of electronic resources, make sure students understand the rules governing their use of the Internet. This may include a discussion of the moral and ethical implications of the policy relative to the kinds of resources that may be accessed via the Internet.

F. Make sure that students understand the research methods that will be employed on the World Wide Web and the Internet. Students should understand the terms *bookmark* and *search engine* (e.g. Alta Vista, Excite, Infoseek, Lycos, Magellan, Webcrawler, Yahoo). Students should be able to use World Wide Web addresses provided by the instructor(s) or initiate their own independent research on the Internet. Demonstration of these skills is a prerequisite for the successful completion of the Japanlinks lesson.

G. Inform the team members that they need to become an expert on one of the four topic areas: modern Japanese culture, education, government or industry. Students should use their word processing and spread sheet software to organize, categorize and summarize the results of the research. The results of their individual research can be placed in their own electronic archive of resources on Japan. These "cybernotes" can be made available to other teams on disk and are the individual's first exhibition of work. Students should also be encouraged to use traditional print resources as well as electronic resources. These resources can be included in the student's personal archive and resource collection. As with print resources, students should develop a means of writing footnotes for their World Wide Web resources. These might include the name of the site (e.g. National Council for the Social Studies homepage), the address of the web site (e.g. http://www.ncss.org/online), e-mail address (e.g. (josephgotchy@msn.com), and other pertinent information that would be useful to a fellow scholar.

H. Depending on their acquired expertise, have students write a formal paper on one of the following suggested topics:

- Culture in Modern Japan: A Contemporary Look at Continuity and Change Among the Japanese People
- Education in Modern Japan: Values, Ideals, and Current Trends in Japanese Schools and Universities
- Government in Modern Japan: Conformity, Continuity, Individuality, Change, and Public Policy Issues
- Industry in Modern Japan: Corporate Culture as a Reflection of the Values, Ideals, and Principles of Japanese Society

Students should be encouraged to develop their own topics, but each topic should address one of the four major headings listed above: culture, education, government or industry. Help students think about the NCSS thematic strands and the objectives for Japanlinks, and how they might be reflected in their papers. Every student should write a paper that is peer-edited by each of the team's members. These papers should be word processed and include spreadsheets, charts, graphs, illustrations and other supplemental material wherever appropriate.

I. Have each team give a 12 minute oral presentation (three minutes per team member) in which summaries of their papers and research are given. Each team member should have a one-page summary of the student's presentation, including a cyberology (comparable to a bibliography) of five exceptional Web site addresses, ready to be transferred to a master file at the conclusion of the team's presentation. At that time, each student will hand a virus-free disk with his/her file to a student who has been designated by the teacher as a Resource Coordinator. The student coordinator will transfer or insert each of the personal files onto a master disk or into a master document.

J. Debrief the presentations with the class and ask students if their initial perception of Japan has changed as a result of their research and related activities. Ask students to identify the strengths and weaknesses of using the World Wide Web as their primary research vehicle. Ask students to compare and contrast the WWW and Internet with traditional print or audio/video resources found in a school or community library. How do they compare in terms of utility, depth and quality? Explore the issue of bias with students.

K. Next, give each student a copy of *An Attractive Japan: Keidanren's Vision for 2020*, in either Japanese or English (depending on their language skills). This paper expresses a clear vision of Japan's policy agenda for the year 2020 in five fields:

- The Economy and Technology
- Politics and Government
- Foreign Affairs and International Exchange
- Education
- Business

After reading the essay, have students discuss Keidanren's vision and whether it should become Japan's blueprint for the future. *An Attractive Japan: Keidanren's Vision for 2020* can be accessed over the Internet at Keidanren's Web site in Tokyo, Japan (http://www.keidanren.or.jp).

L. Tell students that their final exhibition of knowledge, content mastery, higher-level thinking skills and creativity will be to develop a business-quality presentation that uses a variety of electronic and traditional resources. These presentations might be titled something like, Continuity and Change in Modern Japan: Schools, Government, and Industry. The presentations should reflect the research completed by each team and the contents of the essay, *An Attractive Japan: Keidanren's Vision for 2020.* The presentations need to focus on the current status and future of Japan's culture, schools, government, and industry. Each team member must participate in the development of the project as well as the actual presentation. The final exhibitions need to include a computer-generated, multi-media presentation that is created with a soft-

ware package like PowerPoint or Digital Chisel. The presentations need to be 15-20 minutes in length, followed by 10 minutes of student-generated discussion. Each presentation needs to highlight the common strands or themes that have been uncovered by the student research, reading and discussion. For example, regarding culture, education, government and industry, what are the common values, ideals, patterns, or principles that seem to act as foundations for modern Japanese society? How do the concepts of continuity, change, conflict, and complexity permeate the Japanese experience? How do schools, government, and industry influence the people and culture of modern Japan? Do you agree or disagree with Keidanren's vision for the future?

M. Ask representatives from the local business community to be part of a team that listens to and evaluates the final presentations. Develop a rubric that evaluates the final exhibition in terms of content mastery, thinking skills, and creativity demonstrated by the students. Based on their performance as individuals and team members, ask the evaluators to write a brief narrative outlining each student's promise and potential as a future employee. According to local community standards, what are the perceived strengths and weaknesses of each student as a future employee?

N. Lead a concluding class discussion on "What have we learned about modern Japan, the Japanese people, and ourselves?" Encourage the students to reflect on their knowledge of Japanese culture, education, government, and industry. What have the Japanese people done to create places that reflect their unique culture, human needs, government policy, current values, and ideals in terms of the society they have designed and built? In terms of the four areas listed above, how does Japan compare with the United States? If Japan's culture is constantly evolving, what changes do you see in store for Japan in the next few decades? Is it important for people to view the world with multiple perspectives rather than a single one? Have we learned things that can be transferred to future lessons on different countries or regions? Should the United States create a vision for the future that is modeled after the Keidanren vision for Japan?

ASSESSMENT

- Informal assessment of the computer skills survey, initial class activities and research phase of the lesson.
- Formal evaluations of the student papers, summaries, and final exhibition which includes a computer generated PowerPoint or Digital Chisel presentation that demonstrates content mastery, computer skills, creativity, and team work.

EXTENSION AND ENRICHMENT

- Students can use local resources during the research phase of their work, e.g. in Seattle, Washington, the Japanese Consulate or the East Asia Center at the University of Washington.
- E-mail contacts can be made with schools, government agencies, and corporations in Japan or with sites in the United States that specialize in issues related to Japan.
- The final exhibitions can be presented to local business groups that might be interested in learning more about modern Japan, e.g. a local import-export business, the Chamber of Commerce, Women's Network, or Rotary Club.
- Make contact with a major corporation that does a good deal of business in Japan and ask them to send a guest speaker on international trade to talk with students, e.g. Boeing or Weyerhauser.
- Have students study trade policy using multiple perspectives, e.g. automobile imports from an Australian, Canadian, Japanese, and United States perspective.
- Encourage students to write E-mail responses to Keidanren about its vision for an attractive Japan.

SUPPLEMENTAL RESOURCES

An Attractive Japan: Keidanren's Vision for 2020. Tokyo: Keidanren, 1996. International Economic Affairs Department, Keidanren, 1-9-4, Otemachi, Chiyoda-ku, Tokyo, 100, Japan. Fax: 011-81-3-5255-6231. E-mail: takahiro@keidanren.or.jp.

Bernson, Mary Hammond and Linda S. Wojtan, *Teaching about Japan: Lessons and Resources.* Bloomington, Indiana: National Clearinghouse for U.S.-Japan Studies and the ERIC Clearinghouse for Social Studies/Social Science Education, 1996. Available through ERIC/ChESS, Social Studies Development Center, Indiana University, 2805 E. 10th Street, Suite 120, Bloomington, IN 47408-2698.

Brooks, Elizabeth. *Guide to Teaching Materials on Japan.* Bloomington, Indiana: National Clearinghouse for U.S.-Japan Studies and the ERIC Clearinghouse for Social Studies/Social Science Education, 1994.

Japan 1997 - An International Comparison. Tokyo: Keizai Koho Center, 1997.

Narita, Norihiko. *The Diet, Elections, and Political Parties.* About Japan Series 13. Tokyo: Foreign Press Center, 1995. Foreign Press Center/Japan, 6th Floor, Nippon Press Center Bldg., 2-2-1 Uchisaiwai-cho, Chiyoda-ku, Tokyo 100, Japan. Fax: 011-81-3-3501-3622.

Japan-U.S. Economic Handbook. Tokyo: International Economic Affairs Department, Keidanren, 1996.

Parisi, Lynn S. *The Constitution and Individual Rights in Japan: Lessons for Middle and High School Students.* Bloomington, Indiana: National Clearinghouse for U.S.-Japan

Studies and the ERIC Clearinghouse for Social Studies/ Social Science Education, 1992.

Public Education in Tokyo - 1996. Tokyo: Tokyo Metropolitan Office of Education, 1996. Education Information Section, Metropolitan Office of Education, 8-1, Nishi-shinjuku 2-chome, Shinjuku-ku, Tokyo, Japan.

Tokyo Stock Exchange Fact Book - 1996. Tokyo: Tokyo Stock Exchange, 1996. Department of International Affairs, Tokyo Stock Exchange, 2-1, Nihonbashi-Kabuto-cho, Chuo-ku, Tokyo 103, Japan. Fax: 011-81-3-3663-0625.

Toyoda, Shoichiro. "Special Report: An Attractive Japan-Keidanren's Vision for 2020." *Japan Update* (May 1996), Vol. 1, No. 3, pp. 6-11. Keizai Koho Center, 6-1, Otemachi 1-chome, Chiyoda-ku, Tokyo 100, Japan. Fax: 011-81-3-3201-1418. Homepage Address: http://www.keidanren.or.jp/KKC/ E-mail: webmaster@kkc.keidanren.or.jp.

Views of Japan. Tokyo: Urban Connections, 1995. Urban Connections Inc., Tokyo Tatemono Shibuya Bldg. 8F, 9-9 Shibuya 3-chome, Shibuya-ku, Tokyo 150, Japan. Fax: 011-81-3-5467-4722. E-mail: jp000033@interramp.com

TOPIC

Japanese Values and the Family Today

by Dr. Kenneth Gutwein
Long Beach High School, Long Beach, New York

NCSS STANDARDS – THEMATIC STRANDS

II. Time, Continuity, and Change

b. apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

V. Individuals, Groups, and Institutions

d. identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions.

INTRODUCTION – PURPOSE/RATIONALE

This lesson will help students understand how traditional Japanese values are undergoing change within the family unit. The implications of this rapid change as they affect gender roles, responsibility, education, and marriage will be explored. The question as to how the relationship between husband and wife has changed within the typical Japanese family will be examined.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This lesson has been designed for the tenth grade high school level. It can be used in a variety of social studies courses, including world cultures, sociology, and world history.

OBJECTIVES

Knowledge – Students will:

- apply key concepts such as time, causality, and change to describe patterns of change and continuity.
- examine the interactions of ethnic, national, or cultural influences upon the family structure within Japan today.
- identify and describe patterns of change within the Japanese family today.

Attitude – Students will:

- understand the institutional influences upon the family within contemporary settings.
- appreciate the changing roles within the traditional Japanese family structure.

Skills – Students will:

- use a variety of sources and consider their credibility.
- work independently and in groups to accomplish goals.

TIME ALLOTMENT

Three class sessions

RESOURCES NEEDED

- Appendix 1: Japanese Values
- Appendix 2: Family Life
- Appendix 3: "Japan Is a Woman's World Once the Front Door Is Shut."

PROCEDURE

A. Inform students that Japan, like many other developed nations, is undergoing change within the family structure. Do a semantic map of the term "values," then distribute Appendix 1: Japanese Values. Divide the class into groups of about four students. Have each group consider the information in Appendix 1 then respond to the items below. Groups will report and compare answers.

1. Identify the value expressed in each statement.
2. Describe how each value would affect an institution in Japanese society.
3. Describe how this value would affect Japanese society as a whole.
4. Compare this value to a similar one in the United States.
5. Choose the one value that makes Japanese society different from that of the United States.
6. Choose one Japanese value that the group thinks would make the United States a better place to live.
7. Writing Exercises:
   a. Write two statements that describe two values of citizens of the United States.
   b. Write a letter to a Japanese teenager coming to live in a large U.S. city and describe the adjustments he or she would have to make.
   c. Homework: Write a short essay on the topic, "How is the traditional Japanese family changing?"

B. Discuss how the traditional Japanese family is changing as a result of rapid industrialization, increased technology, and the infusion of Western ideas. Distribute Appendix 2: Family Life, then guide students through the following activities:

1. Write the word "traditional" on the board. Ask the class to construct a semantic map of their associations with this word.

2. Ask students to write a paragraph on how Japan is attempting to maintain tradition and modernize at the same time.
3. Have students consider where Japanese youth might have learned about Western popular culture.
4. Ask students to predict to what extent teenagers in Japan today will follow their parents' customs of courtship and marriage.
5. Have the class list and discuss ways in which this Japanese family is different from families of former generations.
6. Writing Exercises:
   a. Write a paragraph describing your ideas about the benefits of living with different generations in one household, as the Japanese often do.
   b. You are a U.S. feminist. Write a letter to a Japanese housewife giving advice on how to make her life better.

C. Distribute Appendix 3: "Japan is a Woman's World Once the Front Door is Shut." Allow students time to read this article then conduct a class discussion guided by the following questions:
1. How has Mrs. Mizuguchi's behavior toward her husband demonstrated a changing role in male/female relationships within Japanese marriages?
2. What is the Okuyama's arrangement that shows the power of the wife in Japanese financial affairs? What is Mr. Nishimura's view of his wife's responsibilities? Mr. Ikoma's?
3. How do the statistics of Japanese women in the professional, political, and business world compare with those of the United States?
4. Compare and contrast the changing view of spousal responsibilities in the United States and Japan. Which Japanese family has undergone the most dramatic change in the last two decades? Explain.

ASSESSMENT

- Successful completion of all written and oral assignments should be considered.

APPENDIX 1
JAPANESE VALUES

Assign a social value for the following pieces of information.

1. The Japanese have always stressed education. Being educated not only offers a chance for a good job, but also gives the Japanese a sense of pride and a reason to create a decent society.

   Value=_____

2. The Japanese have an intense interest in participating in vigorous recreational activities: hiking, mountain climbing, skiing, fishing, boating, swimming, touring, wrestling, judo, baseball, soccer, tennis, archery, bowling, gymnastics, and golf, to name a few. The Japanese have had world champions in several sports. Most Japanese love group activities and enthusiastically participate in them.

   Value=_____

3. Japan produces more pianos than any other nation in the world. Many young people take piano lessons and learn to play all kinds of musical instruments.

   Value=_____

4. Since 1945, the average life span in Japan has increased by 20 years. Men live to an average age of 76.6 and women 83.0.

   Value=_____

5. Graduating from the university that is considered to be the most prestigious offers a person the opportunity to work in an important government position or to join an important company. Graduates from less prestigious schools have a lesser chance to get these prime jobs.

   Value=_____

6. Close living with scarce housing has taught the Japanese to avoid conflict by not saying or doing anything that might disturb the harmony of the group or reflect badly upon it.

   Value=_____

7. As children and throughout their lives, the Japanese try to act in ways that will not shame their families. Family honor is important, so to be caught committing a crime would bring dishonor and shame to parents. Thus, crime rates in Japan are low.

   Value=_____

8. Japan has among the highest health standards in the world. Infant mortality rates are about half those in the United States with malnutrition and starvation rare. National health insurance plans cover nearly all Japanese. The leading causes of death are those related to the stress of an industrial society: cancer and heart disease.

   Value=_____

9. In spite of their high standard of living, the Japanese are among the world's best savers. The Japanese save about 12.8% of their annual income (The U.S. average is 4.7%.) Families save for future expenses such as helping their children with educational expenses, with the cost of elaborate weddings, and with unexpected emergencies.

   Value=_____

10. The lifetime commitment of a large company to its employees and employee dedication to the company are also very strong. Japanese workers are highly trained and loyal and they expect to remain with one company for the duration of their careers. Companies are like families in the support of their employees and offer workers many benefits like subsidized housing, medical care, child care, kindergartens, and recreational facilities.

    Value=_____

11. Showing affection in public, except to children, is rare. The Japanese are soft-spoken and are very formal people, always conscious of etiquette. They are concerned with doing the right thing, especially when they are outside their familial groups.

    Value=_____

12. The Japanese have a strong national identity and generally are proud to be Japanese.

    Value=_____

APPENDIX 2
FAMILY LIFE: ADOPTED FROM AN INTERVIEW WITH MRS. S. KAMINAKA

I am a housewife living in Hatsukaichi, a southern suburb of Hiroshima. This area is quite flat and used to be an agricultural area producing rice, but since Hiroshima was rebuilt after World War II, it has become a bustling suburb. My family have been farmers for generations and our house is still surrounded by some small rice fields, although there are more houses now than before. My husband is 52 years old, and we have three daughters; the oldest one is 21. We live with my parents and my grandmother. These days the Japanese family is becoming smaller and smaller, the average size being about four. My family, which consists of eight members from four generations, is considered large by Japanese standards.

My husband works as a director for the Hiroshima Sports Authority. I work in a bank. He once worked in the same bank when he left high school, where we met when he was active in sports. As I have one younger sister but no brothers, my parents adopted my husband as their heir when we got married. My house is a 15-year-old, two story building. It has three traditional Japanese rooms, two Western-style rooms, and one kitchen. By Japanese standards the house is big, but there is a shortage of storage space. As is traditional, the toilet is separated from the bathroom. In Japan, most families have their own house. The quality of homes has drastically improved recently, and they can no longer be described as "rabbit hutches," as they were in the past. Nevertheless, they are still not as big as the average European or American houses.

I usually get up at six o'clock and prepare breakfast before going off to work. Washing, cleaning, and shopping are my main chores. After work, I take my daughters to piano, calligraphy, or swimming lessons by car. I start preparing dinner at about half-past six. Each generation likes different sorts of food, so it is difficult for me to satisfy the whole family. For example, my daughters like hamburgers, curry, and corn soup; my husband likes tempura (fried fish and vegetables) and meat; and my parents like traditional Japanese stew. After dinner, I wash the dishes and send my two younger daughters (ages seven and 13) to bed at 9 or 10 o'clock. After they go to bed I can finally relax and watch television with my husband and parents. It is not until half-past eleven that I go to sleep.

APPENDIX 3
"JAPAN IS A WOMAN'S WORLD ONCE THE FRONT DOOR IS SHUT."

In the old days that grizzled men remember sweetly, a wife like Noriko Mizuguchi would have been waiting up all night for her husband's drunken stumbling on the doorstep, so that she could fling open the door and kneel down with her forehead touching the floor as she called out, "Welcome home, honorable sir."

Instead, when her husband comes home late and drunk, Mrs. Mizuguchi locks him out of the house. Mrs. Mizuguchi, a demure, quiet woman of 48 who at first seems to fit the Western image of a Japanese wife as a docile doormat, ignores his frantic banging on the doors and windows.

"She wouldn't let me inside the house," her husband, Morio, 49, recalled, shaking his head with resignation. "I was afraid our neighbor Mr. Shimizu would hear, and it was very embarrassing. I had to sleep outside, on the ground."

This is a side to Japanese women that is rarely seen, except by their husbands. Women may have less power, status, and autonomy in Japan than in just about any other industrialized country—the birth control pill is still banned here, and wives are legally prohibited from using different surnames from their husbands'—but in the home they increasingly are becoming bold authority figures.

"There was a reverse case, once, when my wife was locked out herself," Mr. Mizuguchi recalled. "We'd had a big fight, and she walked out. But I knew that she'd come back, and it was winter and very cold. So I locked all the doors and windows, and I waited very quietly for her to come back. Sure enough, she returned and started pounding on the doors and windows, but I pretended I was asleep and didn't hear. Then I heard a 'bang!' She'd smashed a big window to get in."

Mrs. Mizuguchi smiled sweetly as she confirmed the account, explaining, "It's my form of silent resistance."

Women like her are playing an increasingly important role in Japanese life, albeit one almost invisible from the outside. The increasingly tough side of Japanese womanhood is apparent everywhere here in Omiya (pronounced OH-mee-yuh), a town of 5,700 set in the jutting mountainsides of Mie Prefecture, nearly 200 miles southwest of Tokyo.

In public, some women in Omiya still walk a few steps behind their husbands on the narrow, winding slivers of pavement that pass for streets, the women careful not to offend a man's dignity by stepping on his shadow. But once they have entered their homes and closed the door – then, they sometimes scold and dominate the husbands whom they call "oversize trash."

"Domestic Finance: Wives Control The Purse Strings"

Like many children around the world, and like most men in Japan, Norikazu Okuyama is on an allowance. His wife gives him $300 a month from his paycheck as a postal worker, and he can spend it as he wants. The rest of his paycheck is for Mrs. Okuyama to dispose of.

"My wife keeps the accounts very strictly," Mr. Okuyama grumbled good-naturedly as he sat at his desk in the post office. "I can't even cheat one yen from her."

The Okuyamas' arrangement is normal in Japan. Typically, the wife keeps track of the household finances and gives her husband a cash allowance for lunch, cigarettes and whatever else he might want.

As his co-workers egged him on, Mr. Okuyama said he spent his allowance in large part on a common Japanese pastime—drinking in bars with colleagues. "I'm very stingy," Mr. Okuyama said with a twinkle in his eye. "So I spend money only on what I can consume."

One survey a few years ago found that half of Japanese men were dissatisfied with the size of their allowances, and some have to plead with their wives for an advance if they run out early.

Mr. Okuyama sees this at his job at the post office, which in Japan also functions as a savings bank. Husbands sometimes slink in toward the end of the month, asking to withdraw money secretly from family accounts.

"But then we could get complaints from the wives," Mr. Okuyama said, so the post office first calls the wife to get her approval.

One might think that cash machines would undermine the financial authority of the wives. But many wives refuse to give their husbands a cash card for the family account.

"Generally speaking, I think the leadership of households in Omiya is taken by wives," Mr. Okuyama said. "Things go best when the husband is swimming in the palm of his wife's hand."

"Low Profile in Public: Female Managers And Officials Rare"

In ancient times, Japanese women wielded considerable authority, and until the 11th century it was common for Japanese girls to inherit their parents' houses. But the status of women diminished with the rise of Confucianism and with the spread beginning in the 18th century of a conservative moral movement that preached the inferiority of women.

As a result, Japanese women today are in some respects less powerful in society than they were 1,000 years ago. Fewer than one in 10 Japanese managers are women—a ratio that is one of the lowest in the world. Even in less

industrialized countries like Mexico and Zimbabwe, women are twice as likely to be managers.

Only 2.3 percent of the members of Japan's lower house of Parliament, the key legislative body, are women, compared with 10.9 percent in the United States House of Representatives. In this, Japan ranks 145th out of a list of 161 countries kept by the Inter-Parliamentary Union.

The powerlessness of women in Japanese public life often seems even greater than the figures would suggest. The Japanese police are aggressive about rooting out just about every crime, yet they pay scant attention to molesters who constantly prey on schoolgirls in the subways.

The only painful medical procedure that does not merit anesthesia in Japan is childbirth, for that is the case where doctors judge the agonizing pain is simply what nature intended.

The contradiction between public powerlessness and private authority mirrors the contradictory faces of women like Tomoko Nishimura, 35, a housewife. Mrs. Nishimura is a complex figure, an outgoing and vigorous woman who seems like a whirlwind next to her placid husband, Kazunari.

Mrs. Nishimura refers to herself as the boss of the house and speaks much more than her husband does. Yet she spends the evening serving him beer and tea, constantly refilling his glass, as he grunts and lifts the glass to his lips.

And each evening she lets him have his bath first—a traditional form of respect in Japan, since families scrub outside the bath and then soak in the same bathwater used all day.

Mrs. Nishimura says she is delighted to attend to her husband like a servant, and she adds, "I'd like to be reborn female, because it's happier this way."

Across town, in a living room decorated with traditional Japanese dolls, Yukiko Okuyama explains that the gap between public meekness and private authority is partly a calculated falsehood. A cheerful, out-spoken woman in her 40s, Mrs. Okuyama tries to project an image in public very different from the reality.

"Your home is managed very well if you make your men feel that they're in control when they are in front of others, while in reality you're in control," she said, grinning. In public, she says, she tries to play the role of a worshipful Japanese wife, by answering any question with a comment like, "I'll have to ask my husband about that."

But in reality, she said with a laugh, "I may be the strongest person in the house, at least 70 percent of the time."

Mrs. Okuyama's 15-year-old daughter, Yuko, confirms that. "Mom is strongest," she said immediately. "If I have a bad grade, I'd rather have Dad find out first, because it'd be scarier if Mom found out first. My friends at school, too, they all say that their moms are scarier than their dads."

"Increase in Leisure: Some Men Envy Women's Freedom"

One gauge of changing times is that a growing number of Japanese say that a woman's lot is as happy as a man's. Three-quarters of women say they would prefer a daughter to a son. And clearly the idea of a woman's life has some attractions to men trapped in what is known as the 7-11 lifestyle—hurtling out of the house at 7:00 each morning to dash for work, and returning exhausted at 11:00 each night.

One whimsical survey last year found that Japanese fathers most wanted to be reincarnated as birds, because of the freedom to soar through the skies, but that the second choice was to be reborn as a housewife because of the opportunity to nap in the middle of the day.

"I think women are better off than men in Japan," Mikio Nishimura, 73, mused as he sat barefoot in the entrance to his home "I read somewhere that women have stronger cells than men, so that they can bear children. All in all, if I'm reincarnated, I'd like to come back as a woman."

One reason why women say their lot is preferable to that of men is simply that they have more leisure than ever. Compared with past generations, they have smaller families, more labor-saving equipment like refrigerators and washing machines and less responsibility for caring for aging parents in the home.

So women sometimes travel, take classes, play tennis, read books, and often end up more worldly and sophisticated and adventurous than their husbands.

It used to be that Japanese husbands were known for their infidelity, and a visit with business customers to a "soaplands" for a "massage" was considered routine by many men. That still goes on, but increasingly it is also Japanese wives who seek a lover as a way of spicing up their lives with a bit of romance.

"In my area, wives are more likely to have affairs than husbands," said Tatsumi Kinoshita, a tea farmer. "I know of four cases, and they all led to divorce."

The rise of women as a leisure class has spawned the emergence of what is known as the "Narita divorce," named after Narita Airport near Tokyo. What usually happens is that newlyweds take a honeymoon in a place like Australia or Hawaii, and the husband is so intimidated by overseas travel that he scarcely wants to leave his hotel room.

The wife, on the other hand, has already taken several foreign trips with girlfriends and is much more comfortable with the idea of being abroad. She wants to spend her days scuba diving and her nights bopping in the disco, and she finds her new husband a dreadful bore. So she dumps him at the end of the honeymoon, and they say a final good-bye at Narita.

"Being a woman is easier in Japan than being a man," Tomoko Irie said as she served spiked green tea and

Japanese pastries. "I see my husband agonizing over his work, and a man can't quit his work, however tough it is, while a wife can stay home if she wants to. It's a very shrewd arrangement for us. I often feel sorry for men."

"Vacuuming and Trash: Housework Still A Woman's Job"

While women dominate decision-making about the house and children, they also dominate the vacuum cleaning. It would be difficult to find a group of people anywhere in the world so helpless in the house as Japanese men.

Takashi Ikoma, 52, a forester, sums up the traditional male view by recounting his own domestic skills:

"I can't light the stove. I don't know how to use the washing machine. I've never washed a dish."

But even Mr. Ikoma seems like a paragon compared with the late husband of Toshie Yoshida. Mrs. Yoshida said her husband would put his underwear on after stepping out of the bath, and then she would have to pick clothes for him and dress him each day, helping him to put his shirt and trousers on as if he were a small child. "He didn't even know where his socks were kept," Mrs. Yoshida recalled.

Some young men even put a bright face on indolence. They insist that a man would look like a henpecked sissy if he started helping in the house. "If my wife were to tell me to take the garbage out, I'd tell her that it's not my job," said Mitsuhiro Nishimura, 28, a farmer who is not married. "I would lose face if the neighbors saw me taking out the garbage. It'd be bad for her, too, because everybody would be watching the new couple and then people would say all kinds of things about the new wife."

Yet bit by bit, Japanese men are being forced to take out the garbage. Young men are changing their attitudes, often under pressure from their wives.

"Unless he lends a hand with the housework, I might cry or scold him," Setsuko Ogura, 23, who is to be married this year, said of her fiance. "Anyway, I'll persuade him to help out."

Misuru Okura, 45, a restaurant owner and chef, is one of the middle-aged men in Omiya grappling with changing sex roles, and trying to make sure that his wife remains obedient.

"Women have become stronger, but I still think that women should listen to men, he said during a break from preparing sushi and other dishes. "So my wife listens to me. If I tell her to look left, she looks left. If I tell her to look right, she looks right."

Noriko Okura, his wife, gives a different version of their relationship. The key, she says, is to let her husband think that he is the boss, while manipulating him into doing her bidding.

"He thinks it's shameful for a man to listen to his wife," she said. "So when I want something, I time my suggestion carefully, waiting for the perfect moment when he's in a good mood." A fruit of the manipulation, she said, will arrive later this month: a new silver Toyota Crown that she had wanted as a present for their wedding anniversary.

Even the worst chauvinists of Omiya are beginning to adjust to an age of tougher women. Shoichi Shimizu, a 70-year-old retiree, fiddled with his Lark cigarettes and acknowledged that he was becoming very open-minded.

There was a time, he mused, when he would have been upset if he had returned home a 1 A.M. after a drinking session to find that his wife had not waited up to have dinner with him, or had had a bath before him. But now, he said, he could tolerate such insubordination.

"It'd even be fine," he reflected, "if my wife didn't walk behind me on the street, but walked beside me."

TOPIC

The Art of the Japanese Garden

by Nancy Hof
Stillwater Area Schools, Stillwater, Minnesota

NCSS STANDARDS – THEMATIC STRANDS

II. Time, Continuity, and Change

b. identify and use key concepts such as chronology, causality, change, conflict and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

III. People, Places, and Environments

b. create, interpret, use and distinguish various representations of the earth, such as maps, globes, and photographs;

g. describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like;

h. examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.

INTRODUCTION – PURPOSE/RATIONALE

Gardens have long held an important place in art and architecture. The Chinese created beautiful gardens, as did Europeans, and famous landscape architects are remembered in history. Gardeners often talk about an almost spiritual connection with their patch of earth and most of us make some effort to create a mood or setting in the place we live. Gardening is prescribed for the sick and has been used as a rehabilitative effort with juvenile offenders. Several states in the United States require a minimum percent of funding for public building construction be dedicated to art and landscape gardening.

Historically, the Japanese garden is deeply connected with Shinto and Buddhist religious teachings and famous gardens are often found next to a temple or monastery. The gardens offered places of prayer, meditation, beauty, serenity and peace of mind. The refuge of the garden continues today. It is a place of relief from high density living, a place to gain perspective on life and a place of relaxation and beauty.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

Although this lesson is written primarily for middle school students, portions of it can be used in primary grades and much of it with older students. Primary grade students can understand the place of parks and gardens in their community and high school students can deal with issues of population density, land use, and the human necessity to find space and a place of refuge from the world. Regardless, students should be aware of cultural universals and that all societies, once settled, produce art and create places of worship to explain the unknowns in their world.

This is an integrated interdisciplinary thematic lesson which may be used within larger units of study of Japanese history, world religions, geography, or art.

The garden needs no minimum size. It can be made in classrooms, outside, or in a miniaturized form in something as small as a shoe box. Although Japanese garden design is based on historic and traditional guidelines, the garden is open to new and creative ideas to meet society's changing needs, tastes, economic conditions, and social values.

OBJECTIVES

Knowledge - Students will:

- use an atlas, identify and label the main islands of Japan.
- list reasons people have gardens.
- define the three major types of Japanese gardens.
- identify materials used in the creation of Japanese gardens.

Attitude – Students will:

- appreciate that all people have some basic needs and environment will influence how these needs are met.
- understand the place of aesthetics in their neighborhood, community, country or world.
- recognize the importance of and need for all cultures to create special places for meditation and worship.

Skills - Students will:

- compare and document geographic differences between the U.S. and Japan.
- compare differences between western and Japanese gardens.
- demonstrate the concept of landscapes in miniature.
- identify the attributes of abstract representation.
- find, identify and classify examples of representational rock shapes used in Japanese gardens.
- compare geographic differences between the United States and Japan and predict factors that may have influenced development of each country and its gardens.

TIME ALLOTMENT

3 to 5 class periods, depending on amount of class time used for producing garden projects. An alternative is to make the final garden product a home connection project involving parents.

RESOURCES NEEDED

- topographical, political and population maps of Japan and the U.S.
- photos, films, slides or books on Japanese garden design. See teacher resource list.
- rocks, popsicle sticks, bamboo sticks, etc. (for fencing and bridges) sand, gravel, plastic forks (for rakes), artificial holiday greenery for trees, etc.

- trays, boxes or cartons to hold miniature garden projects.
- paint, clay, markers, and other art supplies
- Appendices 1-4

PROCEDURE

A. Begin with a discussion of gardens. Brainstorm why people have parks and gardens and why they are important. List ideas on newsprint.

B. Discuss with students how they handle 'having a bad day' or where they go to 'get away from it all.' Chart student responses, or have students do so in cooperative groups. For older students include issues of overcrowding, meditation, places of refuge.

C. Show a film on gardens, or have coffee table books for students to browse through.

D. Through map studies have students compare the size of Japan and the U.S. Have students predict the kind of parks and gardens Japan might have.

E. Introduce the Japanese garden to students through slides, film or books (see Appendix 1).

F. Share background information on the history of Japanese gardens. Appendix 2.

G. Distribute information on types of gardens and materials used in creating gardens, Appendices 3-4.

H. Assign students to find and bring in appropriate rocks, etc. Assemble materials and have students design and create miniature Japanese gardens (or have a group of students design and build a Japanese garden for the school.)

I. Encourage students to select and work on an enrichment project.

J. Arrange an exhibit of finished products. Serve Japanese tea.

ASSESSMENT

- Students will select one or more extension or enrichment activities listed below and complete the assigned final product.
- Students will apply design techniques and create a Japanese garden in miniature, or as part of a school garden.

EXTENSION AND ENRICHMENT

- Collect proverbs related to gardening, and illustrate and bind them into a book.
- Research the life and work of a famous garden design architect, e.g., Capability Brown. Present your information in a biography or a dramatization.
- Write a letter to your school board requesting funding for a school garden or environmental learning center. Justify your request.
- Write and illustrate a comic book on Japanese garden design.
- Collect and assemble a collection of poems on gardens.
- Compare and chart geographic area, population, etc. of Japan and the United States.
- Assume the largest park or garden in your state, e.g., New York's Central Park, is being considered for sale to private investors for development. Take a stand on the issue and create an advertising campaign to promote your point of view.
- Design a postage stamp picturing one of the great gardens of the world.
- Create a video of gardens in your community. Show to an audience.
- It has been said the degree to which a country may be considered civilized is the way it values and supports the arts. Arrange a debate in your classroom on the issue of governmental support for art, including parks and gardens.
- Compare attributes of Japanese and U.S. gardens. Plot your findings on a Venn Diagram.
- Make a pop-up book of a U.S. or Japanese garden.
- Write and illustrate a travel brochure for visiting famous Japanese gardens.
- Create a mobile using gardening utensils and materials.
- Interview and/or arrange for a visit to your classroom by a master gardener.
- Review articles or research studies on the impact of overcrowding in a society. Present your findings on a chart, poster, graph, art work, sculpture or original song.
- Other student-generated ideas for projects.

SUPPLEMENTAL RESOURCES

Videos on Japan and Japanese Gardens available free from:

Consulate General of Japan in Chicago (or other U.S. cities where there is a Consulate General of Japan)
Olympia Center, Suite 1000 & 1100
737 North Michigan Avenue
Chicago, IL 60601
Tel: 312-280-0400
Fax: 312-280-9568

Titles include:

Dream Window (Japanese Gardens) 1992. 58 minutes;

The Japanese Gardens, 1973. 14 minutes;

Religion: Spiritual Heritage, 1993. 30 minutes;

Shinto: Way of the Gods, 1993, 30 minutes and,

Tradition: Inner Harmony, 1993. 30 minutes.

FILM:

Bonsai: An Introduction to the Art of Bonsai, produced by the Puget Sound Bonsai Association, Seattle, WA. 1992. 18 minutes.

PRINT RESOURCES:

Bibb, Elizabeth and Michael S. Yamashita, *In the Japanese Garden*. London: Cassell, 1991.

Busch, Werner, M. *Bonsai: From Native Trees and Shrubs*. Newton Abbot, Devon: David and Charles, 1995.

Davidson, A.K. *The Art of Zen Gardens: A Guide to Their Creation and Enjoyment*. Los Angeles: J. P. Tarcher, Inc., 1983.

Itoh, Teiji, *The Gardens of Japan*. Tokyo: Kodansha, 1984.

Iwamiya, Takeji. *The Imperial Gardens of Japan*. New York: Weatherhill, 1970.

Japan Travel Bureau, *A Look Into Japan* (illustrated), Book 1 in a series. Printed in Japan. 1994

Morton, William Scott, *The Japanese: How They Live and Work*. Tokyo: Charles E. Tuttle Co., 1974.

Slawson, David A., *Secret Teachings in the Art of Japanese Gardens: Design Principles, Aesthetic Values*. Tokyo and New York: Kodansha International Ltd., 1987.

APPENDIX 1
BACKGROUND NOTES—GARDEN HISTORY

Gardens have been created by peoples all over the world and Japanese gardens have long been part of Japanese culture. Before the introduction of Buddhism to Japan a group of native beliefs called Shinto often designated unusual natural phenomena such as a mountain, an ancient tree, a rock with an unusual shape or a waterfall as a sacred place. People worshipped at these special sites and appealed to the spirits within the natural objects for good health, good luck or for purity of body and mind. As the sites became well known and well visited, the area was often cleared and covered with gravel, creating a meditative approach for the worshiper. Sometimes more than one sacred object found its way into a single area and the entire site became park or garden-like with paths leading from one natural phenomenon to another. Whatever the sacred object, one crucial thread held the sacred sites together. It was water, the great purifier. If water was not naturally present, it was introduced by placing water bowls near the site for hand and mouth washing (cleansing) before meeting the spirit.

When Buddhism traveled to China from India, the Chinese made the religion their own and it was the Chinese form of Buddhism that went to Japan, via Korea, in the early seventh century. Japanese trade with Korea and the Chinese mainland flourished. By the year 618 priests and temple builders were brought to Japan to share the art, architecture and garden designs of the Buddhist monks. The new religion merged easily with ancient Shinto beliefs. New Buddhist-inspired gardens incorporated the sacred rocks of Shinto as representations of the Buddha and water became the pathway to enlightenment and the islands of paradise.

For the next four hundred years Buddhism continued its spread and most Japanese people worshipped (then as now) at both Shinto shrines and Buddhist temples. The Buddhism of those years, however, offered enlightenment to only a tiny minority able to study and meditate for an entire lifetime. By the year 1175 dissatisfaction with strict Buddhist teachings was surfacing within the country and a populist sort of Buddhism, called Pure Land, arose among the Japanese people. Pure Land taught that a simple repetition of the Buddha Amida's name would bring salvation to the believer and at the time of death admission was guaranteed to the western paradise, or Pure Land. Gardens built by the Pure Land were gigantic creations with ponds and islands, waterfalls, huge temples and pavilions; people could sail among the lilies and listen to beautiful music. Pure Land gardens were built to show the believer exactly what awaited in the afterlife.

By 1200 C.E.. Zen Buddhism had arrived in Japan and a change in garden design was imminent. After the Pure Land era, gardens could only become smaller. With 75% of Japan covered by mountains, land was scarce and could no longer be given over to massive gardens. At the same time Zen subtly changed the focus of gardens. Gardens were not an end in themselves but rather a place to evoke a mood, a place to foster meditation, an escape. As gardens became smaller they also became representational, an abstract of the whole of nature. In the Zen garden, simplicity was raised to an art form. Zen emphasized restraint and the idea was to imitate nature, not regiment her. The gardener's hand was present but the supreme art of the gardener was to conceal the art.

Through the mid 1800s only the great had gardens. With the rise of the merchant class, however, the garden became important to all social classes. Gardens are found everywhere today—in offices, factories, apartment buildings and gas stations. The tiniest corner of twenty four square inches can provide space for a water bowl and gravel, or a tree and lantern. It is one of the ironies of Japan that the love of nature and the appreciation of the garden appear in a nation with so little space.

Bibliography:

Bibb, Elizabeth, *In the Japanese Garden*, photography by Michael S. Yamashita. London: Cassell, Wellington House, 1991.

Davidson, A.K., *The Art of Zen Gardens*. Los Angeles: J. P. Tarcher, Inc., 1983.

Slawson, David A., *Secret Teachings in the Art of Japanese Gardens*. Tokyo and New York: Kodansha International Ltd., 1987.

APPENDIX 2
TYPES OF GARDENS

Sansui or Tsukiyama Gardens

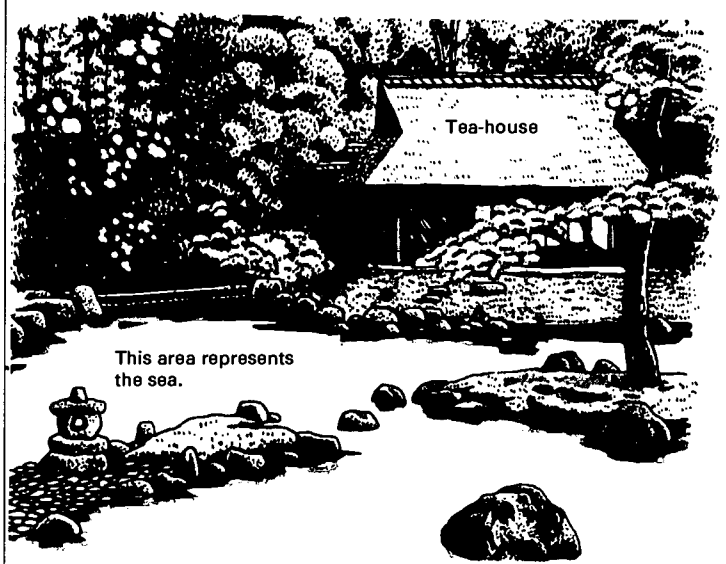
(mountain and water gardens) incorporate water, waterfalls, ponds, edging, islands, rocks, ornaments, and paths. A garden next to a teahouse is called a *chaniwa*. These gardens may have water, rocks, etc., but are very plain.

Karesansui Gardens

(dry mountain and water gardens) use gravel, sand, chipped rock, moss or grass to suggest water. Karesansui gardens are typically associated with Zen Buddhism.

Illustration from *A Look Into Japan* (illustrated). Tokyo: Japan Travel Bureau, 1994. Reproduced by permission.

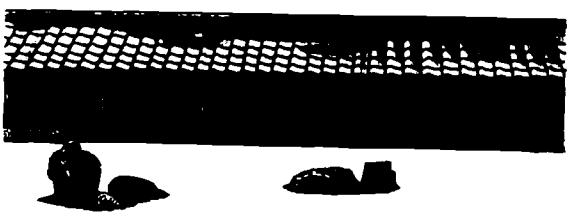
The Japanese garden is designed to be a faithful representation of nature and to impart a sense of simple, unspoiled beauty. Its style therefore contrasts with that of a Western garden, which relies on shaping nature into a kind of geometrical beauty. There are three main styles of Japanese garden: *Tsukiyama, Karesansui,* and *Chaniwa.*



A Tsukiyama-style garden

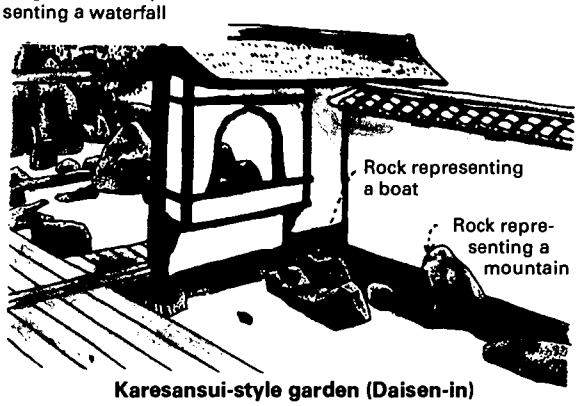
A *'Tsukiyama'*-style garden is arranged to show nature in miniature, with hills, ponds, and streams.

The *Karenamsui* style of garden developed in the *Muromachi* Era as a representation of Zen spiritualism. In this style, sand or gravel is used to represent rivers or the sea. It is characterized by its fence and simplicity.



The flow of water is represented by white sand.

Karesansui-style garden (the Ryōanji rock garden in Kyōto)

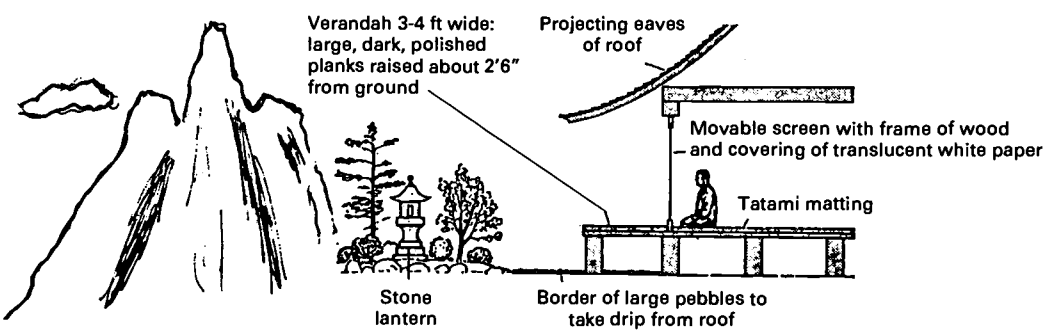


Karesansui-style garden (Daisen-in)

Shakkei Gardens

Shakkei, or borrowed landscape gardens, incorporate views of surrounding scenery beyond the confines of the actual garden space. A small garden is carefully constructed to include a distant mountain, a special tree, etc. A house may be built so when the shojii (rice paper screen windows) are opened the garden, however small, will seem quite large. This illusion is the result of careful use of scale and proportion.

Illustration from Morton, W. Scott. *The Japanese: How They Live and Work.* Tokyo: Charles E. Tuttle Co., 1974. Reproduced by permission of Charles E. Tuttle Co., Inc.

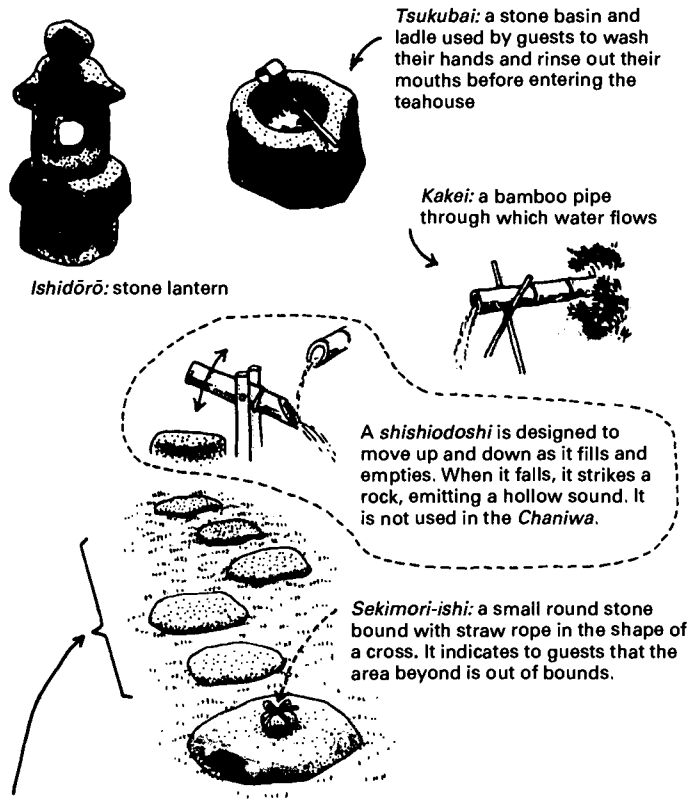


APPENDIX 3
PRINCIPLES OF GARDEN DESIGN

1. Any symmetry in Japanese garden design is regarded as dull, unexciting and not appearing in nature. Groups of rocks, trees etc. are used singly or in groups of three, five, nine, etc. Groups of four are considered unlucky and are never used in Japan. The trees most prized are those that appear bent and twisted as if weathered by the wind and sea. (A perfectly shaped Christmas tree would not be a part of any Japanese garden.)
2. Gardens, no matter the size, are not meant to be seen all at once. Curved paths lead from one viewing point to the next. Scale and proportion are important factors in garden design.
3. Natural materials used in Japanese gardens include rock, gravel, water, bamboo, trees, shrubs (occasionally) and moss. Ornaments (see illustration 3 below) used in gardens may include stone lanterns, small stone towers, fences, water bowls, and pathways (usually curved) of stones grouped in two/three or three/three.
4. It is interesting to note that although the rules for garden design were written over 800 years ago, new designers are expected to create new designs following the old rules. Copying an existing garden is not acceptable.

Illustration from *A Look Into Japan.* Tokyo: Japan Travel Bureau, 1994. Reproduced by permission.

The *Chaniwa* is the garden adjacent to a ceremonial teahouse. This style of garden avoids any suggestion of showiness and strives for the utmost simplicity and naturalness. The main features of such a garden are shown here:



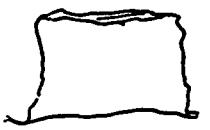
APPENDIX 4
ROCK SHAPES TRADITIONALLY USED IN JAPANESE GARDENS

Tall thin

Large squat

Arching

Flat



Fudo Stone

Large square stone (The Immovable) named for Buddhist Diety, Fudo. The Fudo stone is often placed by a waterfall as a protector.

Earth/Heaven/Man

Buddhist Triad Rocks

Stone Water Bowl

Turtle Stone
Representing old mountains
(Turtle said to live 10,000 years)

Crane Stone
Representing new mountains
(Crane said to live 1,000 years)

References:

Davidson, A. K., *The Art of Zen Gardens: A Guide to Their Creation and Enjoyment*, Los Angeles: J. P. Tarcher, Inc., 1983.

Morton, William Scott, *The Japanese: How They Live and Work*. Tokyo: Charles E. Tuttle Co., 1974.

Drawing by N. Hof

TOPIC

A Taste of Japan

by Karen A. Kahl
Pontchartrain Elementary School, Mandeville, Louisiana

NCSS STANDARDS - THEMATIC STRANDS

I. Culture
   a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
   c. describe ways in which language, stories, folk tales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

IV. Individual Development and Identity
   e. identify and describe ways family, groups, and community influence the individual's daily life and personal choices;
   f. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.

V. Individuals, Groups, and Institutions
   b. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.

INTRODUCTION - PURPOSE/RATIONALE

Food is an important aspect of the lifestyle of any culture. When a group of people select a food as edible, the choice is not an inherent genetic proclivity, but the result of cultural influence. Through a variety of learning modalities with the common theme of contemporary Japanese food, students can compare and contrast their dietary standards and practices in the home and at school with those of Japanese children. Students will gain an understanding of the diversity of the global community as well as the universal commonality of people.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This lesson has been designed for third grade students. With modifications it would be appropriate for any elementary grade level.

OBJECTIVES

Knowledge - Students will:

- identify the similarities between Japanese and American proverbs.
- explore ways proverbs serve as an expression of culture and influence the behavior of people living in that culture.
- describe how a family, group, or community can influence the individual's daily nutritional choices.

Attitude – Students will:

- appreciate the diversity of cultures in dealing with the basic human need for food.
- recognize the differences and similarities between Japanese and U.S. school lunches.

Skill - Students will:

- use a graph to interpret data collected from food consumption surveys of Japanese third grade students.
- use charts to compare and contrast Japanese basic dietary recommendations with the U.S. Food Guide Pyramid.

TIME ALLOTMENT

Three to four class sessions

RESOURCES NEEDED

- Appendix 1: Graphic Activity Sheet
- Appendix 2: Japanese and U.S. Dietary Recommendation Charts
- Appendix 3: Proverbs Activity Sheet
- crayons or markers
- index cards

BACKGROUND

Japan is an island nation. This archipelago is a narrow string of islands about 2,000 miles long which stretches from the subarctic in the northern areas to the subtropics in the southwest. No part of Japan is more than 70 miles from the sea. Fishing traditionally has provided a primary source of food for the Japanese people.

Geographic features, weather, and climate influence agriculture significantly. Three-fourths of Japan's land is covered by mountains. Although farmers in Japan are very productive, only 14% of the land is used to grow crops.

As a result of limited farmland, a very large population, and the overfishing of its territorial waters, Japan spends about $47 billion a year importing foodstuffs. The largest supplier of these imported foodstuffs is the United States.

PROCEDURE

A. In a class discussion, review the location, geographic features, and climate of Japan. (See BACKGROUND information above.)

B. Ask students to name some of their favorite lunches. Ask the students who determines what they eat for

lunch. Explain that what we eat each day is determined by many different factors.

- How does your family influence what you eat?
- How do your friends influence what you eat?
- How does the school dietitian influence what you eat?
- How does the government influence what you eat?

Distribute Appendix 1. Tell students that Japanese students also have favorite lunches. Look at the table.

- Do you see foods that are familiar to you?
- Which foods are not familiar?

Allow students time to complete the worksheet. They may use crayons or markers.

C. Hand out Appendix 2. Review with students the U.S. Food Guide Pyramid. Please note that the source of this guide is the U.S. Department of Agriculture. Japan's government is in the process of creating a standardized nutritional food guide; the chart on the activity sheet is one of various nutritional guides used in Japan. The concept of a food pyramid is not common in Japan. Nutrition is taught in home economics classes. Have the students list three ways the U. S. and Japanese dietary suggestions are similar and three ways they are different.

D. Conduct a class discussion on proverbs. Explain that proverbs are short, common, wise sayings that offer advice which can be applied to different life situations. All cultures have proverbs. These proverbs serve as expressions of a particular culture and influence the behavior of people living in that culture. Proverbs may include topics about animals (a bird in the hand is worth two in the bush), nature (the grass always looks greener on the other side), money (money burns a hole in your pocket), or relationships (absence makes the heart grow fonder). Students can then analyze these U.S. proverbs about food provided below. Write each proverb on an index card. Put students into groups of four or five. Give one card to each group of children. Allow group members time to discuss their proverb. Each group will present its proverb to the class and explain its meaning.

- The proof of the pudding is in the eating.
- Too many cooks spoil the broth.
- You can't have your cake and eat it too.
- An apple a day keeps the doctor away.
- Half a loaf is better than none.

Pass out Appendix 3. Students will complete it independently.

ASSESSMENT

Students' activities on comparing and contrasting Japanese and U.S. basic dietary recommendations, proverbs, and the bar graph exercise will be assessed as the class completes these activities.

Students will be asked to answer these questions in written form:

- What foods do the Japanese define as basic to meeting their nutritional needs?
- How do proverbs influence behavior?
- Japanese students eat U.S. foods such as hamburgers and fried chicken for lunch. What foods from other countries do you like to eat?

EXTENSION AND ENRICHMENT

- *Okonomiyaki* is sometimes called the Japanese answer to pizza, although it looks more like a large pancake. In Japan there are specialty restaurants that are specifically designed for cooking *okonomiyaki.* At some establishments, customers sit around a long table or snack bar that has a built-in griddle. They select the desired ingredients for their *okonomiyaki* and sometimes the cook prepares the meal in front of them, with diners even allowed to help with the cooking! At this type of restaurant, when the *okonomiyaki* is done, the griddle is turned off and the customers eat right from the grill. Directions below are for a modified version of *okonomiyaki* that students may enjoy cooking in class. Ingredients include Bisquick, various types of cooked meat (ham, pork, bacon) or shrimp, sliced raw cabbage, chopped green onions, cooked noodles, seaweed flakes, and okonomiyaki sauce (flakes and sauce can be bought at a Japanese food store. Both ingredients are optional). Use a heated griddle. Prepare Bisquick mix according to the recipe on the box for thin pancakes. Add all ingredients except flakes and sauce. Rub griddle surface with cooking oil. Pour contents onto griddle making about an 8" circle. Use a spatula to press flat. When the bottom is done, sprinkle seaweed flakes and flip. Continue cooking until the other side is cooked. Pour on sauce and slice.
- Working in groups, students can investigate and prepare presentations mapping the origins of certain Japanese foods. Some examples they could use might be sukiyaki, tofu, curried rice, bread *(pan)*, tempura, milk, and fast foods.
- *Obento,* or boxed lunch, can be made at home or bought from stores, restaurants, and train stations. A typical box is approximately 6"x9", rectangular in shape, and contains several compartments. The largest compartment usually contains rice; another might hold pickled vegetables, and still others may contain smoked fish, fried shrimp, or some kind of grilled or stewed food. Boxed lunches usually do not require refrigeration. Have students create their own *obento.* Use paper facsimiles of nutritionally balanced foods found in the lunch box of Japanese school children.

Decorate the outside of the box with Japanese characters, symbols, or pictures.

- In Japan, as in the United States, people take part in holidays, festivals, and celebrations. Students could research special foods associated with auspicious events.

SUPPLEMENTAL RESOURCES

Bullard, Betty. *What I Want To Know About Japan: Brief Answers to Questions Asked About Japan by American Junior High School Students.* New York: Japan Information Center, 1991.

Friedman, Ina R. *How My Parents Learned to Eat.* Boston: Houghton Mifflin Co., 1984.

The Japan Of Today. Tokyo: The International Society For Educational Information, 1993.

Japan: Profile of a Nation. Tokyo: Kodansha International Ltd., 1995.

Parisi, Lynn with Jacquelyn Johnson and Patricia Weiss. *Japan In The Classroom: Elementary and Secondary Activities.* Boulder, Colorado: Social Science Education Consortium, 1993.

Ried, T. R. "The Great Tokyo Fish Market," *National Geographic.* Washington, D.C. November 1995.

Turkovich, Marilyn. *Omiyage.* Wellesley, Massachusetts: World Eagle, 1990.

Video Letters From Japan. New York: The Asia Society and TDK Corporation.

White, Peter. "Rice: The Essential Harvest," *National Geographic.* Washington, D.C., May 1994.

APPENDIX 1
GRAPHING ACTIVITY SHEET

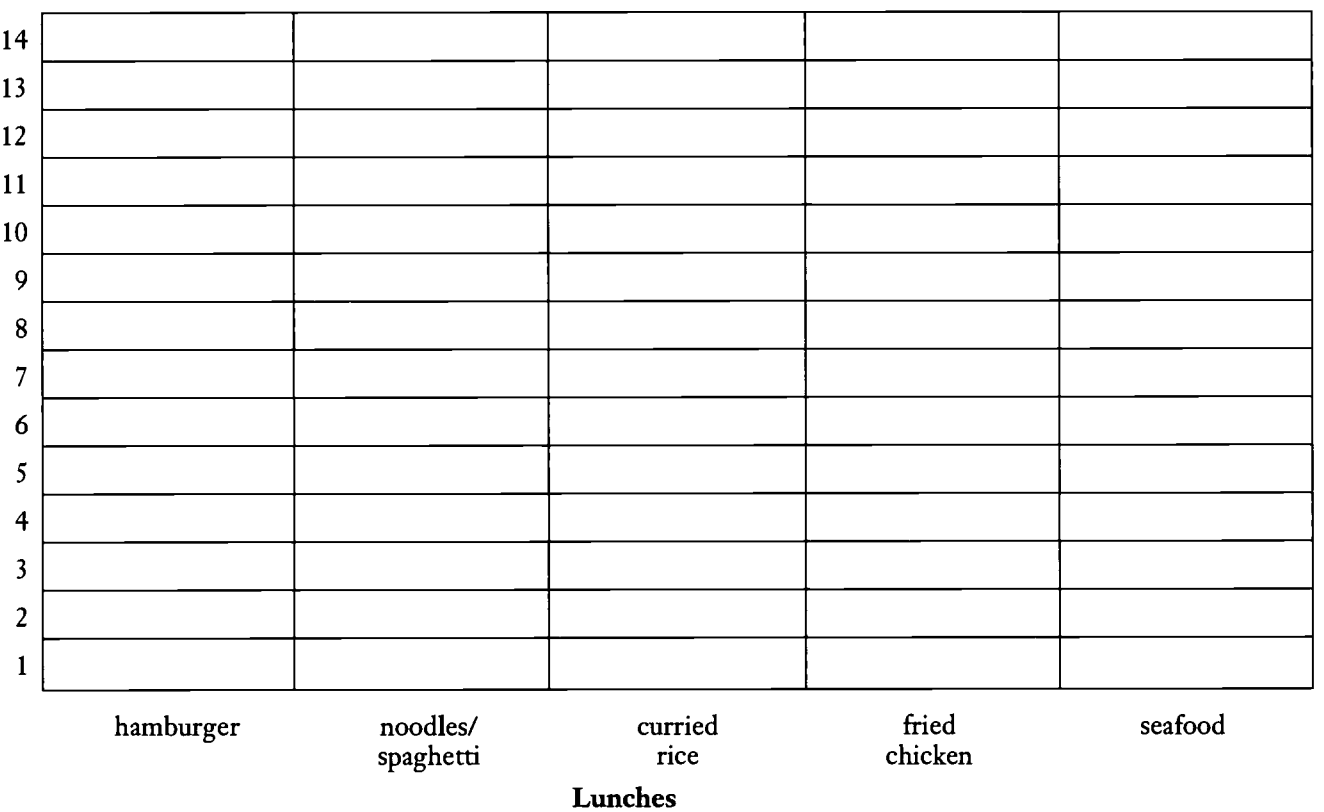
Forty Japanese third graders were asked to choose their favorite school lunch food. Here are the results:

hamburger	9
noodles/spaghetti	12
curried rice	6
fried chicken	5
seafood (shrimp, fish, sushi)	8

Part 1

Complete a bar graph from this collected data.

What is your favorite school lunch?

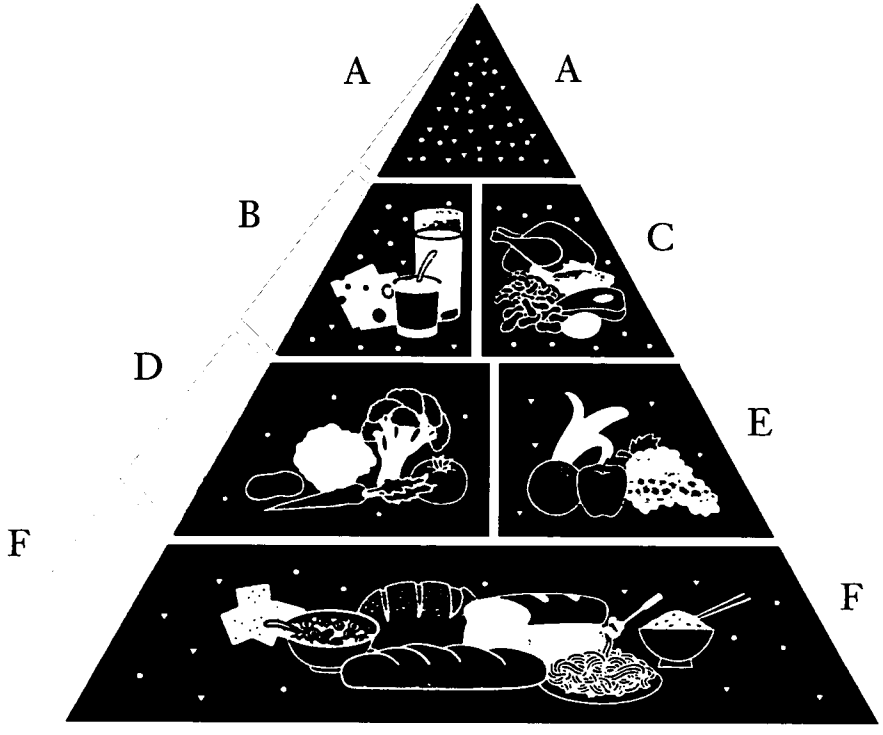


Part 2

Write one good question that relates to the graph. Answer the question in a complete sentence.

APPENDIX 2
U.S. AND JAPANESE DIETARY RECOMMENDATION CHARTS

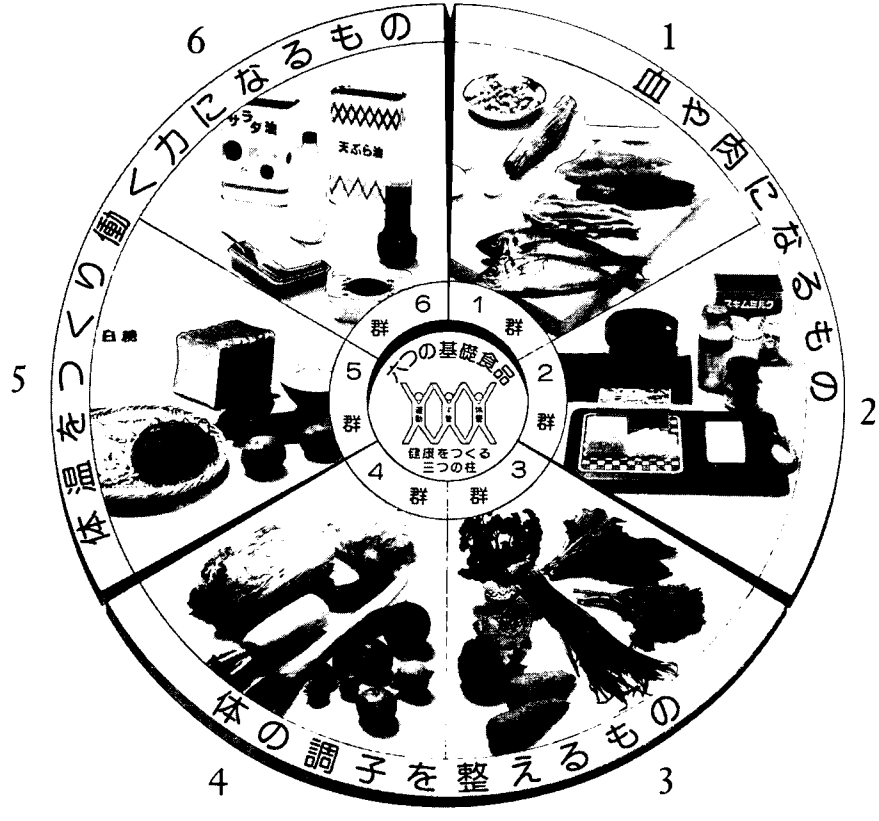
U.S. Food Guide Pyramid



A – Fats, Oils, & Sweets
B – Milk Group
C – Meat Group
D – Vegetable Group
E – Fruit Group
F – Bread & Cereal Group

61

Japan's Nutrition Suggestions



1 & 2 – To Make Your Blood and Muscles
3 & 4 – To Adjust the Condition of Your Body
5 & 6 – To Keep Your Temperature and Working Power

62

APPENDIX 3
PROVERBS ACTIVITY SHEET

A proverb is a short saying that expresses beliefs in certain ideas and aspects of life. It may offer advice or give instructions on how to act. Proverbs are found in all cultures and are used as a means to unify that culture.

Examine the following Japanese proverbs. Can you match the proverb with the meaning?

1. ___Do not go to the fishpond without a net.
2. ___You can't get clams from a field.
3. ___Although a grain of Japanese pepper is small, it stings your tongue.
4. ___All of a sudden, a rice dumpling covered with sweet beans fell down from a shelf.
5. ___A peach tree and a chestnut tree take three years to mature, and a persimmon tree takes eight years to mature.

a) A small thing can be very powerful.

b) Children grow and develop at different rates.

c) Be prepared.

d) Sometimes you get something nice without working hard for it.

e) What you want to do is impossible.

Match the Japanese proverb with the U.S. proverb.

1. ___As alike as a cucumber cut in half.
2. ___Eggs and vows are easily broken.
3. ___Spilled water never returns to the cup.
4. ___Don't judge the tree 'til you see the fruit.
5. ___Set aside the next day's lunch while you're at supper.

a) No use crying over spilled milk.

b) Don't judge a book by its cover.

c) Don't put off 'til tomorrow what you can do today.

d) Like two peas in a pod.

e) Actions speak louder than words.

TOPIC

Doing Business in Japan

by Allan King
Sir John A. Macdonald High School, Hubley, Nova Scotia, Canada

NCSS STANDARDS – THEMATIC STRANDS

I. Culture

b. predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;

f. interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;

g. construct reasoned judgements about specific cultural responses to persistent human needs.

IV. Individual Development and Identity

e. examine the interactions of ethnic, national, or cultural influences in specific situations or events.

V. Individuals, Groups, and Institutions

b. analyze group and institutional influences on people, events and elements of culture in both historical and contemporary settings.

INTRODUCTION – PURPOSE/RATIONALE

A list of the one hundred largest organizations in the world would reveal that nearly half of them are privately owned corporations. These businesses, while they have a "home" office somewhere, conduct their affairs all over the world. As a result, one can buy Coca-Cola in virtually every country in the world and a Honda motor car sold in Japan may well be manufactured in the United States. The globalization of industry has meant that, more than ever before, business people from one country are interacting with those of another. As a result, it has become increasingly important for business people to become aware of, and sensitive to, the cultural traditions of the many countries in which they may do business.

This lesson will help students develop an understanding of the relationship between Japanese industry and business in other parts of the world, particularly North America. Specifically, students will develop an understanding of some of the cultural differences between Japan and North America, and how these differences are manifested in business negotiations.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This lesson was designed for use in grade 12 global history, a course which is required for high school graduation in Nova Scotia. The lesson can also be used in an entrepreneurship course and may also be adapted for use in the grade 9 maritime studies course, specifically the unit on international trade.

OBJECTIVES

Knowledge – Students will:

- compare household consumer items on the basis of where they were manufactured.
- identify cultural differences between the way business is done in North America and Japan.
- identify potential problems North Americans may have in negotiating business transactions in Japan.
- identify the elements required to put together a coherent business proposal.

Attitude – Students will:

- appreciate the cultural differences between Japanese and North American people.
- acknowledge the importance of the globalization of industry and its impact on North American life.

Skills – Students will:

- evaluate the impact of Japanese industry on North American consumer behavior.
- evaluate the effectiveness of a business proposal.

TIME ALLOTMENT

5 class sessions

RESOURCES NEEDED

- poster paper and markers to make charts or graphs for six groups
- overhead transparencies and markers for business proposals (four groups)
- Appendix 1: Japanada Fish Company (copies for two groups)
- Appendix 2: Queenstown (copies for two groups)
- Appendix 3: Business Consultants (copies for two groups)

PROCEDURE

A. Point out to the students that there are a great many companies which, while they have a "home" office, do business in many countries around the world. Use some examples such as Coca-Cola, Shell Oil, or Honda. Have the students come up with some other examples and have them identify the country in which the company is based.

B. As a homework assignment, have the students record all of the consumer products in their home, based on the following categories:

- automobiles, motorcycles
- televisions, stereos, radios, compact disc players, personal stereos
- kitchen appliances such as coffee makers, blenders, electric can openers, microwave ovens, refrigerators, stoves

Students should note the name of the company which manufactured the products and where the item was manufactured. Note that students can find out where a car was assembled by looking on the driver's door. Students should bring these lists to the next class. The teacher will have to make six copies of each student's list.

C. Divide the class into six groups:

GROUPS 1 AND 2 WILL DO THE FOLLOWING:

Using the lists provided by the class members, the group will illustrate in graphic form the percentage of automobiles and motorcycles manufactured in various countries. The graph should be sufficiently large so that they can present their findings to the class. The group should point out to the rest of the class how a North American family is dependent for many of its consumer goods on manufacturers from many parts of the world. The group should particularly focus on Japanese products. Students in the class should be encouraged to speculate as to why North Americans may choose products manufactured by companies in foreign countries or by foreign companies which manufacture their products in North America.

GROUPS 3 AND 4 WILL DO THE FOLLOWING:

Illustrate in graphic form the percentage of televisions and audio equipment manufactured in various countries.

GROUPS 5 AND 6 WILL DO THE FOLLOWING:

Illustrate in graphic form the percentage of kitchen appliances manufactured in various countries.

D. After the student groups have made their presentations to the class, they will be required to examine *how* business is done in Japan by participating in the following role play activity. There are three main parts to this activity.

GROUPS 1 AND 2:

Using Appendix 1: Japanada Fish Company, groups 1 and 2 will each prepare a ten-minute business proposal, including the information available in Appendix 1. Students should be encouraged to prepare visual aids to enhance their presentations. Some students in the groups may also want to do additional research on "tuna" and "aquaculture," depending on how much time the teacher wishes to devote to this activity. Students should be made aware that their proposal will be presented in Japan to Japanese business people so they must be clear as to what they want and what they intend to do. Students can also be encouraged to use their imaginations to elaborate on the information they are given in Appendix 1, such as making a "map" of St. Margaret's Bay, the kind of equipment they intend to use, their "roles" in the St. Margaret's Bay Fish Co-operative, and anything else they think will make their presentations more interesting and more detailed.

GROUPS 3 AND 4:

Using Appendix 2: Queenstown, each group will prepare a business proposal similar to those of groups 1 and 2. Each student should assume one of the clearly defined roles. Each student should participate in the presentation "in character." Groups 3 and 4 may also wish to do further research on the Honda Motor Corporation.

GROUPS 5 AND 6:

These groups will use Appendix 3: Business Consultants. They are not expected to do a presentation, but will listen carefully to the "Japanada Fish Company" and "Queenstown" presentations. Following each of these presentations, groups 5 and 6 will advise the presenters as to how they might improve their business proposals so that they might be more sensitive to the cultural differences between themselves and the Japanese business people.

ASSESSMENT

- Informal assessment of class discussion
- Formal assessment of class presentations, including self-assessments and peer assessments.

EXTENSION AND ENRICHMENT

- Students can investigate management systems in Japanese industry.
- Students can research various examples of large Japanese multinational companies like Honda or Sony.
- Students can research the actual trade patterns between Canada or the United States and Japan, with emphasis on the kinds of products which are traded.

SUPPLEMENTAL RESOURCES

Aliphat, Susan, et al. *Viewpoints: An Inquiry Approach to World History Since 1945*. Toronto: Prentice Hall Canada, Inc., 1993.

Hartford, John. "The New Samurai." *UNESCO Courier*, April 1994.

Heinz, Elgin. "Teaching About Japan 1941-1991." *Social Education*. November/December 1991.

Henkoff, Ronald. "New Secrets from Japan–Really." *Fortune.* November 27, 1995.

Japan 1997: An International Companion. Tokyo: Keizai Koho Center, Japan Institute for Social and Economic Affairs, 1997.

Salaryman in Japan. Tokyo: Japan Travel Bureau, Inc., 1996.

Teachers may also wish to obtain the annual reports of various Japanese companies. These are usually available from local stockbrokers.

APPENDIX 1
THE JAPANADA FISH COMPANY

Background:

Your group is made up of members of the "St. Margaret's Bay Fish Co-operative." The co-operative is made up of fishers and small fish processors who have organized into a single business to help market and sell the fish they catch in St. Margaret's Bay, Nova Scotia. The co-op members catch and process many different species of fish, but a major catch in early summer is tuna. Normally, the fishers in St. Margaret's Bay catch tuna in late June. (Tuna feed on mackerel, and schools of mackerel come into St. Margaret's Bay in late June.) Until now, the co-operative has been selling the tuna in Europe and getting about $10.00 per kilogram.

The co-operative has discovered that the Japanese eat a great deal of tuna and seem to be willing to pay very high prices (up to $100.00 per kilogram) for top quality tuna. Unfortunately, your group has a problem. When you catch tuna in late June, the fish are very lean and, as a result, the meat has very little oil. Japanese consumers prefer tuna with an oily texture. Tuna in the North Atlantic Ocean "fatten up" over the summer and their meat becomes much more oily by mid-October. Unfortunately, by mid-October, there are virtually no tuna left in St. Margaret's Bay. At the same time, if you try to sell your tuna in Japan in late June, you will get a lower price than in the European market.

Your Proposal:

Your group will be meeting in Tokyo with the executives of a fish wholesale company —Tokyo Seafoods. The purpose of the meeting will be to propose the creation of a new company called Japanada Fish Company. The new company will be made up of the St. Margaret's Bay Fish Co-operative and Tokyo Seafoods. Each of the partners will contribute $250,000 as "start up" capital for the new company. Under the proposal, the fishers in St. Margaret's Bay will catch tuna in late June as usual, but, rather than process and sell the fish at that time, the co-op will keep the tuna alive in large enclosures in the water until mid-October (when they believe they can get the best price). During the summer, the new company will buy the tuna from the Co-operative fishers (at the going price) and over the summer, Japanada will feed and care for the tuna. In mid-October, a couple of representatives from Tokyo Seafoods will come to Nova Scotia to supervise the "harvesting" of the tuna and arrange for the sale of the tuna at the Tokyo Wholesale Fish Market. The profits from the venture will go equally to the Co-operative and Tokyo Seafoods.

APPENDIX 2
QUEENSTOWN

Background:

Your group is made up of representatives from a small city of about 15,000 located on the south coast of Nova Scotia. For much of its history, Queenstown has been an agricultural center and has also supported a fairly lucrative fishing industry. In more recent years, a very large multinational tire manufacturer has located a plant in Queenstown and is now the major employer in the city. Queenstown is located about 75 kilometers by road from Halifax, the largest city in Nova Scotia. Halifax is a major year-round seaport and is the site of a major container terminal. Like many communities in Nova Scotia, Queenstown has quite a high unemployment rate. The North Atlantic cod fishery has been in serious decline and the mechanization of agriculture has meant fewer jobs in that sector of the economy.

Your group has recently learned that Honda (the Japanese motor car manufacturer) is looking to build a factory in Canada to manufacture parts for its automobiles. While some of the upper management jobs will be filled by Japanese Honda employees, it is estimated that the factory will employ about 300 people in direct jobs and there are likely to be another 400 jobs in "spin-off" areas like trucking, banking, and maintenance.

Your Proposal

Your group will be meeting in Japan with officials of the Honda Corporation with the intention of convincing Honda to locate the stereo assembly plant in Queenstown.

Team Roles:

1. The Mayor of Queenstown

As mayor, you will be acting as an "ambassador" for Queenstown. You will point out that Queenstown is a quiet, peaceful city. It has good schools, many recreation facilities, and low real estate prices. The local vocational college has a good reputation and the city is prepared to co-operate with Honda to create the training courses that might be required to produce the skilled labor necessary for such a project. The city can also promise to forgive all property taxes for the first five years the plant is in operation.

2. The President of the Local Board of Trade

As president of the Queenstown Board of Trade, you will represent all of the business owners in the city. You will point out that Queenstown has a reputation as a good place to locate a business. Business owners typically know each other personally and business is often conducted rather informally. Queenstown has a good infrastructure; well-maintained roads and excellent services, such as electricity, telecommunications, water, and sewage. Your family has lived in Queenstown for several generations and you are proud of the community spirit in Queenstown and how the community "pulls together" to get things done. Certainly, local businesses are anxious to have Honda locate their factory in Queenstown and are eager to help the company in any way possible.

3. The Manager of "XYZ Tire, Ltd."

XYZ Tire, Ltd. is a large multinational tire manufacturer. Your company has manufacturing plants all over the world. You came from Europe five years ago to manage the Queenstown plant, which employs about 350 workers. XYZ has been very successful in Queenstown and the head office is pleased with the productivity of their facility and they are considering expanding the operation by 50%. You have been pleased with the skill level of the local workers and there have been no major disputes between labor and management in the history of the factory. You feel that Queenstown has been an ideal location for XYZ Tire, Ltd. and the company has had a very harmonious relationship with the community.

4. A Local Member of the Provincial Legislature

As the provincial government representative for the area, you are anxious to have Honda bring jobs to your area. You will point out that the provincial government is fully supportive of the proposal to have Honda locate in Queenstown. The provincial government is prepared to donate the land necessary to build the parts factory and will provide the money necessary to underwrite any training costs required by the company to ensure the local employees have the skills needed to fill the jobs in the plant. You can also assure Honda that access to the shipping facilities in Halifax is excellent and the Department of Economic Renewal has many services available to help companies establish themselves in Nova Scotia.

5. A Representative from the Department of Economic Renewal

As a representative from the Department of Economic Renewal, your job is to encourage economic links between Nova Scotia and other countries. Your department has a number of experts who help both Nova Scotian and foreign companies set up in the province with the goal of increasing the number of jobs available to Nova Scotians. Your department acts as a "bridge" between business and government and, in the past, you have helped arrange government loans and grants to businesses starting up or expanding in the province. You are very excited about this proposal, and are along to offer whatever help the government of Nova Scotia can provide.

APPENDIX 3
BUSINESS CONSULTANTS

Clearly, as industry becomes more global and companies expand their activities into many different countries, business people will be exposed to different cultures, many of which may have substantially different ways of doing business. A business transaction, after all, takes place between PEOPLE and people can easily misunderstand each other, especially when they come from different cultures. The following example illustrates this point:

> Person A comes from a culture in which being on time is very important. He is to meet and negotiate a business transaction with Person B who comes from a culture in which being late is considered normal and quite acceptable. A meeting is set up for a certain time and Person A arrives on time, but he is left waiting for his late counterpart. Person A may well become frustrated and believe that Person B does not really want to do business, is putting him off, and is showing a lack of respect. The result may be that A gives B a rather cold reception when B finally gets there. Indeed, A may be rather angry by the time B arrives. B, on the other hand, may take A's behavior to mean that A is rather aggressive and certainly not very friendly. She does not interpret A's behavior as a result of her being late, since, in her eyes, she has not done anything to offend A. A and B have gotten off to a rocky start in their business meeting and they have not even begun to discuss the details of their transaction! It may very well be that A and B do not end up in agreement (even though the deal may be beneficial to both of them) because of unfavorable first impressions.

From this example, it is easy to see how important it is for business people to learn the cultural differences between themselves and those with whom they are going to be doing business. The difference between a successful foreign business trip and one which ends in failure may be determined by how well a person understands, and meets, other cultural expectations.

Japanese Business—An Introduction:

The most important thing to point out to North Americans when they are doing business in Japan is that the Japanese tend to appear (by North American standards) conservative and formal. Politeness and respect for one's superiors are very important in Japanese business (as they are in Japanese society in general). For example, in most Japanese companies, when someone addresses another person, he uses the title of that person together with the name (e.g., General Manager Smith, not Mr. Smith) if that person is a senior in terms of position in the company.

Japanese Management

A very important aspect of Japanese business is group harmony. As a result, decisions in Japanese companies tend to be made by group consensus. That is, all of the elements of a business problem are closely examined by all of the people involved with the problem; and the solution is the harmonious resolution of all of the elements of the problem. The result is that business decisions often are made very slowly and methodically. Business people who go to Japan with a complex proposal, hoping to get it either accepted or rejected in a very short time, are likely to be disappointed.

While Japanese companies typically make their decisions using groups of workers, most still have very complex and hierarchical management systems. To a North American business person, coming from a culture where individual achievement is more likely to be stressed, Japanese companies will appear to be over-staffed and a business person is likely to be frustrated by the fact that no single individual in the company seems to be able to make a decision. It is very important, however, to find the *right* individual in the company to introduce a business or sales proposal. Therefore, it is important to "do your homework" and find out exactly whom to meet with. Going into a company unannounced and not knowing whom you want to see is likely to lead only to frustration and failure.

Dress

Recently, many North American businesses have taken to allowing their employees to dress casually on Fridays. Some Japanese companies are also introducing casual Fridays. However, Japanese businessmen and women generally dress conservatively—men in dark suits, white shirt and conservative tie; women in conservative business attire. It is important to note, however, that Japanese office attire in fields such as mass media and publishing is more casual.

Even blue collar workers such as trades people and factory workers are likely to wear neat uniforms (very often including white gloves). Employees of retail stores such as department stores are also likely to wear uniforms. For example, female sales clerks in a department store are likely to wear a dark skirt (cut to below the knees), a white blouse and conservatively-colored scarf (perhaps in the "company colors") and very little jewelry. Dress codes sometimes extend beyond clothing, and employees are expected to have conservative hair styles and make-up, especially in jobs such as banking. Something like a visible tattoo is considered completely inappropriate! When doing business with Japan, North American business people are much more likely to be successful if they dress like their Japanese colleagues since being overly casual is likely to be considered a sign of disrespect.

Greetings

Traditionally, Japanese people have greeted each other by bowing. A bow ranges anywhere from an informal nod to

a formal deep bow from the waist. However, because Japanese business people have had so much interaction with North Americans, they will often adopt the custom of shaking hands when they meet a person, particularly a North American. This can sometimes lead to an amusing situation in which a Japanese person may extend a hand in greeting and the North American hits his/her head on the extended hand when bowing—each person trying to adopt the custom of the other. As a result, sometimes greetings can be a little awkward, but it is never inappropriate to bow respectfully when meeting a Japanese business executive.

Meishi

It would be a safe bet to assume that much of Japanese business would grind to a halt if you were to take away the business card ("*meishi*" in Japanese) from general use. The *meishi* contains the person's name, position in the company, and the company's address, telephone and fax numbers. Japanese business people always introduce themselves by exchanging *meishi*. This happens even at informal occasions like receptions and parties. Everyone carries a small meishi holder which has two compartments, one for their own cards, and one for the cards they receive from others. The *meishi* holder represents a kind of "diary" of the contacts a person has made over a period of time. It is therefore important for a North American business person to have a good supply of business cards to exchange with almost everyone he/she meets in Japan.

The use of business cards is not at all new to North Americans, but business people here tend to be rather casual about their use and will often hand them out indiscriminately to total strangers in hopes of making a contact. The Japanese exchange of *meishi* is, on the other hand, a very formal and somewhat ritualistic event. When a person gives a card to a Japanese person, it is considered proper to hold it loosely between the thumbs and forefingers of both hands, bowing slightly—as if presenting credentials. The other person will offer a card in the same way. It is then customary to examine the card carefully, saying the person's name (so as to get the pronunciation correct) and making some brief small talk about their position or the company for which they work (e.g. "How long have you been with the Bank of Japan?"). Both people will then put the cards in their *meishi* holders and begin conversation. It is considered rude to pull out the other person's card again to check the name or position; it is also impolite to write on the back of a *meishi*. Smart (and sensitive) North American business people will have their business cards translated into Japanese on the back.

Meeting Times

North Americans will find that, in Japan, a meeting scheduled to run from 3:00 to 4:30 will go exactly from 3:00 to 4:30 (unless important business results in overtime). A North American business person will do well to make sure to be on time for appointments and not to run overtime (unless invited to do so).

Gifts

The exchange of gifts is much more common in Japan than in North America. For example, if a person gets a hole-in-one at a Japanese golf course, he/she is expected to give a gift to every member of the club. Golfers can actually buy insurance for such an event since it can cost as much as $10,000! Therefore, it is a good idea for North American business people to present a small gift to their Japanese hosts as a souvenir of the meeting.

Socializing

In North America, many "deals" are negotiated over lunch or on the golf course. In Japan, North American business people will find a similar situation and should not be surprised if they are invited (and to a certain extent, expected) to socialize with their Japanese partners. Japanese companies are known to entertain their clients and guests very elaborately in a spirit of genuine friendliness and concern for their well-being. In a society like Japan, the relationship you have with another person is very important because it determines what obligations you have toward that person. Since, on first meeting, a Japanese person has no relationship with you, there is no obligation to do business with you. It is therefore wise for a North American business person to take the time to establish relationships with Japanese colleagues, because it may well be important in determining if a business transaction will take place.

North Americans are often surprised at how much socializing goes on among Japanese business people. It is not uncommon for Japanese white collar workers to go out socializing with co-workers two or three times a week. Since the typical office worker may not finish work until seven or eight o'clock at night, this can mean many late nights each week.

TOPIC

Exploring *Hansei* Together

by Donna LaRoche
Winn Brook Elementary School, Belmont, Massachusetts

NCSS STANDARDS – THEMATIC STRANDS

IV. Individual Development and Identity

e. identify and describe ways family, groups, and community influence the individual's daily life and personal choices;

f. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.

INTRODUCTION – PURPOSE/RATIONALE

Educators in Japan and in the United States share the common goal of balancing behavioral freedoms and constraints in order to encourage, support, and ensure equality and equity for all. We work with students and their families to identify and cultivate personal and group values within the community. We strive to nurture and develop compassionate and responsible citizens.

Throughout this lesson, students, teachers, and parents will work together using *hansei* (reflection) to create challenging and engaging learning opportunities that build personal commitments to identified values and strong, caring connections to class, school, and family communities.

Students will be asked to design, create, and display visually stimulating school slogans and posters that incorporate the *hansei* concepts of interdependence and consensus virtues.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This lesson has been designed for use in an elementary level social studies unit on Japan. Activities and teacher explanations could be modified to accommodate older and younger students.

OBJECTIVES

Knowledge – Students will:

- identify collective beliefs, values, and goals within the class, school, and family communities.
- describe the importance and utility of clear, explicit prosocial values and inspiring, affirming personal relations in their contemporary American experience.
- appreciate *hansei* practices in Japanese schools.

Attitude – Students will:

- celebrate deep understandings, strong motivations, and caring commitments to developing *hansei* practices throughout class, school, and family communities.
- appreciate the value of self-discipline, effort, and perseverance in all academic and affective endeavors.
- build and share a joyful foundation for life-long emotional, intellectual, physical, social, and moral growth.

Skills – Students will:

- shape and develop personal and collective commitments and connections to class, school, and family communities.
- enhance social knowledge utilizing concept maps.
- create visually stimulating class, school, and family community signs and posters that honor interdependence and consensus virtues.

TIME ALLOTMENT

2 to 3 class sessions, but may extend throughout the school year, depending on the implementation of enrichment activities.

RESOURCES NEEDED

- Appendix 1: Background Information (one copy for each teacher)
- Appendix 2: Slogans Promoting Community Life (one copy for each student)
- Appendix 3: Concept Map for Class (one copy for each student)
- Appendix 4: Concept Map for School (one copy for each group)
- Appendix 5: Concept Map for Family (one copy for each student)
- poster board (1 or 2 for each group)
- permanent markers (a variety of colors for each group)

PROCEDURE

A. Review Appendix 1: Background Information prior to the start of class.

B. Conduct an informal discussion to explain the concept of *hansei*. Examine the role of hard work and perseverance in the attainment of identified goals. Ask the class to consider the value of establishing and enriching supportive human relations.

C. Distribute Appendix 2: Slogans Promoting Community Life. Review and discuss. Explain to students that these slogans are currently used in Japanese schools. How do these slogans reflect the values of responsibility, cooperation, and consideration?

D. In a class discussion, ask students to consider the value of establishing and enriching supportive human relations *within the class.* Distribute Appendix 3: Concept Map for Class. Ask students for examples of effective

cooperation, responsibility, and consideration that demonstrate commitments and connections to one another within the class. Guide the class through the process of completing this kind of map by recording student responses on an overhead transparency or chalkboard version of the concept map. Have students fill in their own maps with lists and illustrations, following the teacher's lead.

E. Divide class into small work groups *(han)*. Distribute Appendix 4: Concept Map for School. Have students apply their understanding of concept mapping to the completion of this Concept Map for School. Ask each group to complete the map with lists of community-building techniques and strategies that would promote and sustain harmonious good will within the school. Have the groups share their responses with the rest of the class.

F. As a class, have students discuss the climate of their school. Have them consider the following questions:

- Are there any problems that need to be addressed?
- What kinds of student behavior need to be encouraged?
- What kind of school environment do they want to create?

G. Have students return to their small work groups. Give each group markers and poster board and ask them to compose slogans promoting community life and create signs for their school. Students must also determine the best location in their school to display their slogans.

H. As a homework assignment, send home Appendix 5: Concept Map for Family. Ask students to explain their *hansei* studies to their family members and to complete the concept map at home together with their families. Have students write a paragraph summarizing techniques their families have devised to practice *hansei* at home. Students could also create slogans promoting community life to post in their homes.

ASSESSMENT

- Student participation in class discussions and contribution to group work will be assessed as the class completes the activities.
- Students will be asked to write a short paper on the application of *hansei* practices in their families. In addition to extending this amiable participatory invitation to families to become involved in a home/school partnership, this written work serves to assess the student's developing awareness of *hansei*.

EXTENSION AND ENRICHMENT

- Japanese educators employ *toban*, a rotating leadership system, with all children in their classrooms. The *toban* system builds confidence, helps children recognize peer strengths and develops a tolerance for diversity. Identify and establish with students daily/weekly opportunities for all students to develop a sense of belonging and to assume responsibility for classroom management. Examples might include leading meetings, negotiating conflicts, shaping class rules, and organizing special events.
- Engage students in group consciousness *(shudan ishiki)* activities by implementing some of the student work group-generated techniques. Allocate daily/weekly *hansei* time for students to participate in the development and assessment of class goals. Post the goals around the room.
- The importance of healthy relationships with others extends beyond the classroom. Talk with colleagues about the creative *hansei* investigations developing in your own classroom. Ask them to consider joining you in a school-wide exploration of *hansei* character development. Explain the codes of conduct that your students have established through their thoughtful discussions and their use of the appendices. Share Appendix 4: Concept Map of School at a faculty meeting to enhance the collegial climate at your school. Suggest activities that your school community might develop to promote student interest and involvement in learning and building friendships.
- Work with students, parents, and colleagues to extend and enrich community-building goals and activities. Consider planning and implementing whole school, grade-level, and/or class opening and closing day ceremonies, seasonal festivals, ceremonial gatherings, thematic art initiatives, spirited athletic events, holiday commemorations, multicultural dances, academic celebrations, regional community service projects, school assemblies, intergenerational outings, school pins, colors, flags, and/or newspaper, environmental awareness field trips, and student committee activities and clubs.
- Parents and caregivers are invaluable educational collaborators. Despite multitudes of diverse values, they share the universal dream of educational achievement and societal competence for their children. How can home and school work together to capture and stimulate young minds? Introduce the concept of *hansei* to parents and caregivers at Back to School Nights, Curriculum Nights, Open House, and/or Parent-Teacher Conferences. Remind them that they are their children's first and most important teachers. Through modeling, they engage their children in inspiring human growth and development adventures.

SUPPLEMENTAL RESOURCES

Boyer, Ernest L. *The Basic School:* A Community for Learning. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching, 1995.

Coles, Robert. *The Moral Intelligence of Children.* New York: Random House, 1997.

Daloz, Laurent A. Parks, et al. *Common Fire: Lives of Commitment in a Complex World.* Boston: Beacon Press, 1996.

Damon, William. *Greater Expectations: Overcoming the Culture of Indulgence in our Homes and Schools.* New York: Free Press Paperbacks, 1995.

Elder, John. *Following the Brush: An American Family's Encounter with Classical Japanese Culture.* Boston: Beacon Press, 1993.

Expectations of Excellence, Curriculum Standards for Social Studies, Bulletin 89. Washington, D.C.: National Council for the Social Studies, 1994.

Feiler, Bruce S. *Learning To Bow: Inside the Heart of Japan.* New York: Ticknor & Fields, 1991.

Gleik, Elizabeth. "The Children's Crusade," *Time Magazine,* June 3, 1996.

Greer, Colin and Herbert Kohl, Ed. *A Call To Character: A Family Treasury of Stories, Poems, Plays, Proverbs, and Fables to Guide the Development of Values for You and Your Children.* New York: HarperCollins, 1995.

Herbert, Gray and Missy Daniel. "The Moral Child," *U.S. News and World Reports,* June 3, 1996.

Hornblower, Margaret. "It Takes a School," *Time Magazine,* June 3, 1996.

Kerr, Alex. *Lost Japan.* Hawthorne, Victoria, Australia: Lonely Planet Publications, 1996.

Japan in Modern History: Primary School. Tokyo: The International Society for Educational Information, Inc., 1993.

Japan: Profile of a Nation. Tokyo: Kodansha International Ltd., 1994.

Kuklin, Susan. *Kodomo: Children of Japan.* New York: G.P. Putnam's Sons, 1995.

Lewis, Catherine C. *Educating Hearts and Minds: Reflections on Japanese Preschool and Elementary Education.* Cambridge, England: Cambridge UP, 1995.

Macklem, Gayle and Pamela Seigle. *Reach Out To Schools: Social Competency Program.* Wellesley, Massachusetts: The Stone Center, 1995.

Marshall, Byron K. *Learning to be Modern: Japanese Political Discourse on Education.* Boulder: Westview Press, 1994.

Rosenberg, Debra. "Raising a Moral Child," *Newsweek Magazine,* Spring/Summer 1997.

Shields, James J., Jr. *Japanese Schooling, Patterns of Socialization, Equality, and Political Control.* University Park, PA: Pennsylvania State UP, 1993.

White, Merry I. *The Japanese Educational Challenge: A Commitment to Children.* New York: Free Press, 1988.

Wray, Herbert. "Politics of Biology," *U.S. News and World Report,* April 21, 1997.

APPENDIX 1
BACKGROUND INFORMATION

Throughout Japanese elementary schools, visually stimulating signs honor and reinforce the ideals of respect, compassion, and consideration. Long-term internalization and commitment to civic competence—scholarship, artisanship, leadership, and citizenship—are common and shared aspirations among Japanese citizens from youth through adulthood. *Hansei* (reflective self-evaluation) is a means of inner reflection and development as compassionate and responsible citizens.

Throughout the school year, in K-12 classrooms, *hansei* serves to shape positive behavioral attitudes, develop high academic and ethical standards, promote harmonious body and mind development, and celebrate the strong participation, individual and collective contribution, and caring connection of students to the class, school, and family communities.

Through the use of *hansei*, clear and explicit prosocial values, and inspiring and affirming personal relations foster, influence, and sustain civic ideals in the contemporary Japanese experience. Slogan signs that articulate *hansei* concepts and goals are displayed around the schools. Japanese educators encourage their students to reflect as a community of learners on their academic and affective behaviors, to assess individual and collective character development, and to achieve personally fulfilling and responsible lives.

Japanese elementary educators believe that students' personal and shared visions and consensus virtues must be addressed consciously and continuously to ensure freedoms and rights for all. They intentionally discuss and develop students' personal, group, and class goals that emphasize effort and building class unity. They value intrinsic performance motivations and personal, caring commitments to responsible behavior and group solidarity.

Ii Kimochi No Tame Ni "We Do It in Order to Promote Good Human Feelings"

The Moral Sense,
James Q. Wilson
1. sympathy
2. fairness
3. self-control
4. duty

The Book of Virtues,
Willam J. Bennett
1. self-discipline
2. compassion
3. responsibility
4. friendship
5. work
6. courage
7. honesty

Every Basic School,
Ernest L. Boyer
1. honesty
2. respect
3. responsibility
4. compassion
5. self-discipline
6. perseverance
7. giving

A Call to Character,
Colin Greer and Herbert Kohl, ed.
1. Courage, Self-Discipline, Integrity, Creativity, Playfulness
2. Loyalty, Generosity, Empathy, Honesty, and Adaptability
3. Idealism, Compassion, Responsibility, Balance, and Fairness
4. Love

U.S. Educational System	Japanese Educational System
• decentralized educational system	• centralized educational system
• individual initiatives	• development of student individuality through cooperation, teamwork
• independent thinking	• group centeredness
• uniqueness	• consensus
• competitive	• deemphasized competition in some areas
• heterogeneous/multicultural	• relatively homogeneous/monocultural
• intellectual abilities, financial means inherited	• effort, perseverance, tenacity acquired ability
• concept of "I"	• concept of "We"

Insightful Terminology

building classhood – *gakkyuzukuri*

physical energy or exuberance – *genki*

persistence, trying hard – *gambaru*

individual spirit and character development – *seishin to jinkaku no keisei*

group consciousness, belonging – *shudan ishiki*

personal relations – *ningen kankei*

bond or tie between students and teachers – *kizuna*

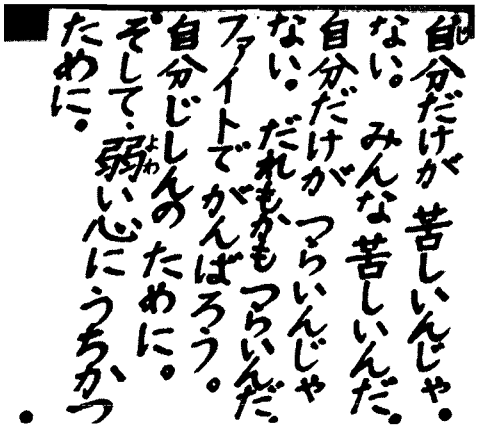
community of friends – *nakama*

Let's be friends. – *tomodachi ni naro*

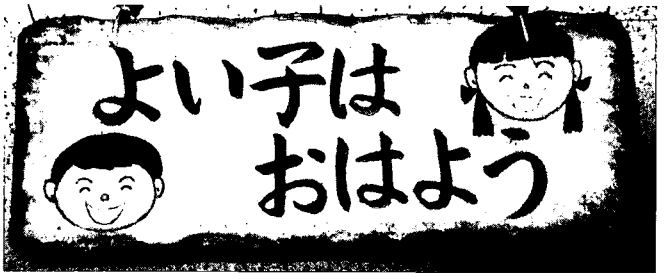
friendliness campaign – *furendori undo*

APPENDIX 2
SAMPLE SLOGANS PROMOTING COMMUNITY LIFE

These *hansei* photos were taken by the author in July, 1996 while visiting the Senda Elementary School in Hiroshima and the Ochanomizu University Attached Elementary School in Tokyo.

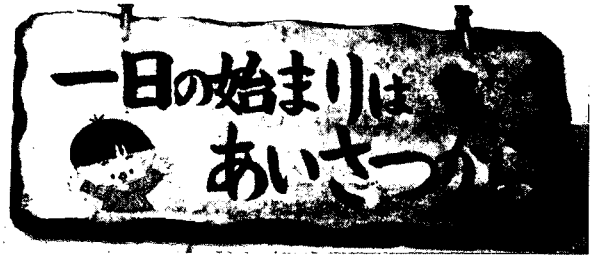


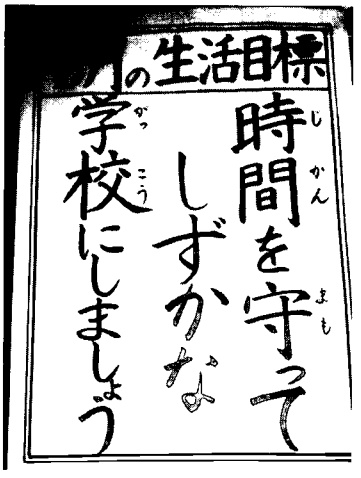
It's not only you who are suffering, everyone is suffering. Struggle energetically. Fight against problems for the sake of yourself. Beat your weaknesses.



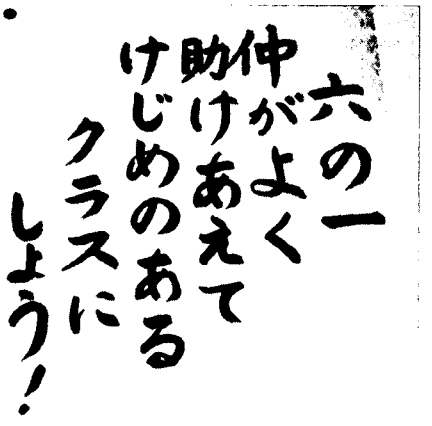
Good children say good morning.

A good day starts with a nice greeting.





Aims for June: Let's be prompt and create a quiet school.

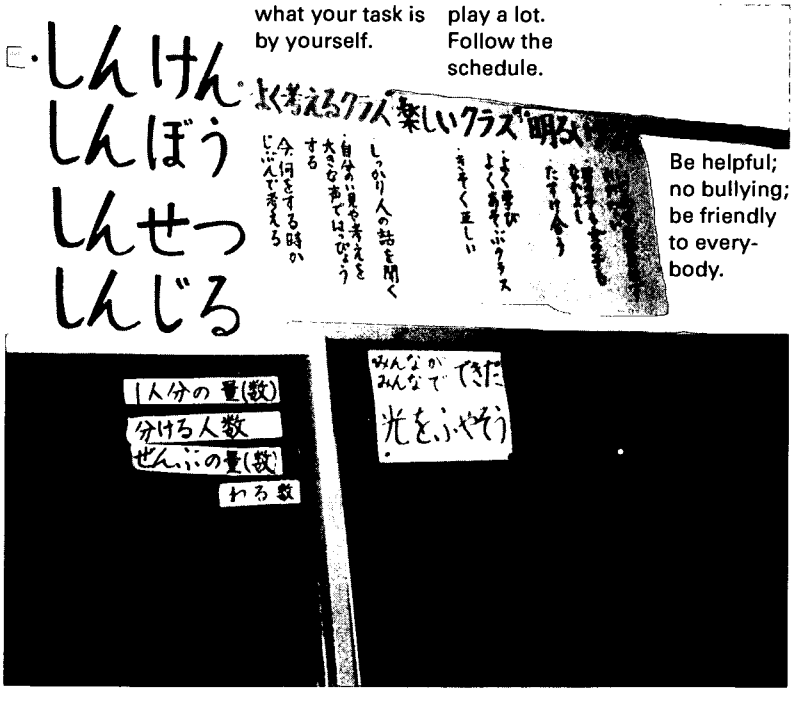


Let's create a friendly, helpful and cooperative class.

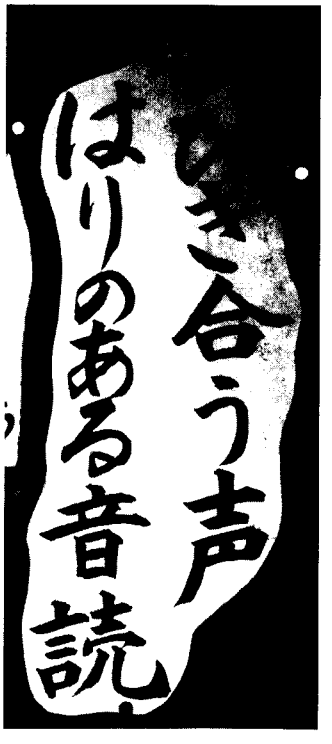
Be serious
Be perseverant
Be kind
Be truthful

Thoughtful Class
Listen to others' opinions and say your opinions assertively. Think what your task is by yourself.

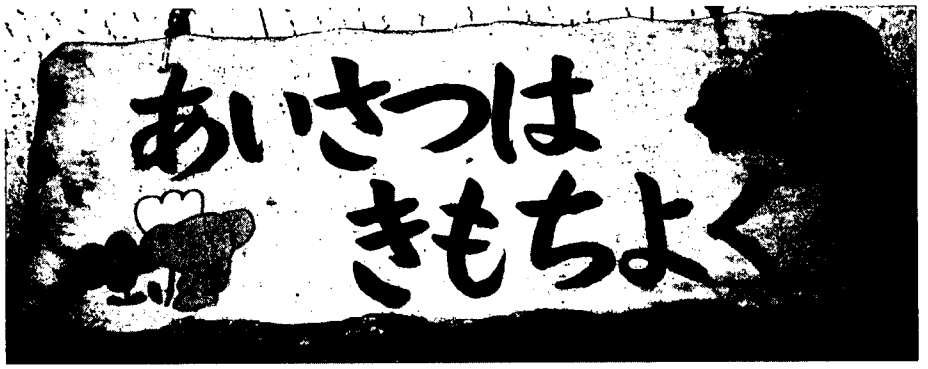
Happy Class
Learn a lot and play a lot.
Follow the schedule.



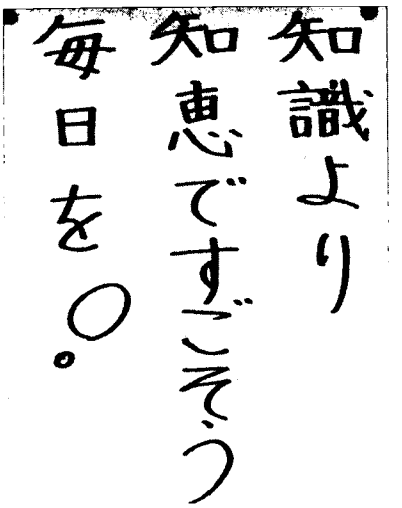
Be helpful; no bullying; be friendly to everybody.



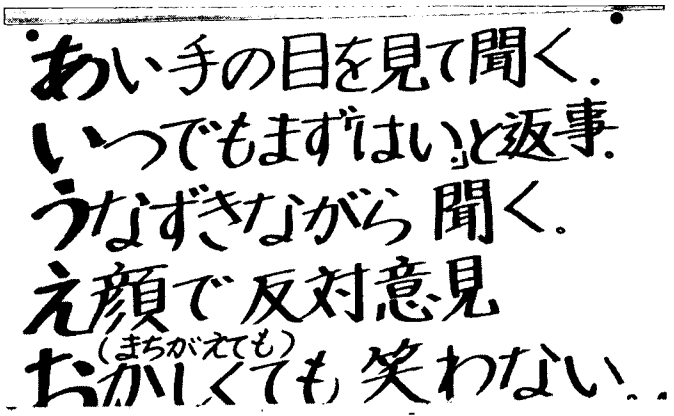
Echoing voices. Read aloud strongly.



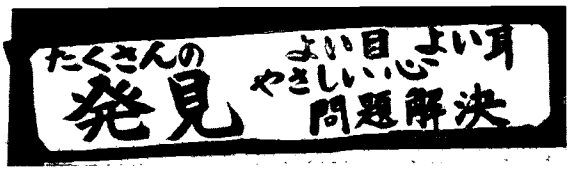
Greet each other with good feelings.



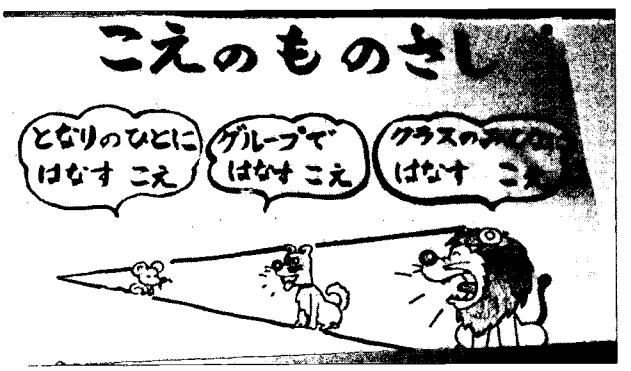
Wisdom exceeds intelligence.



When people are speaking, look into their eyes and listen.
When you answer always say "yes" first.
When you listen to other opinions nod.
When you oppose others' opinions, say it with a smile.
When people make a mistake don't laugh.

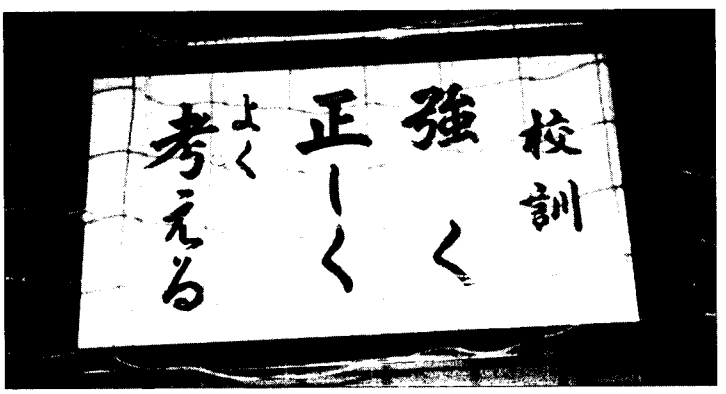


Many discoveries, good eyes, good ears, a kind heart solves problems



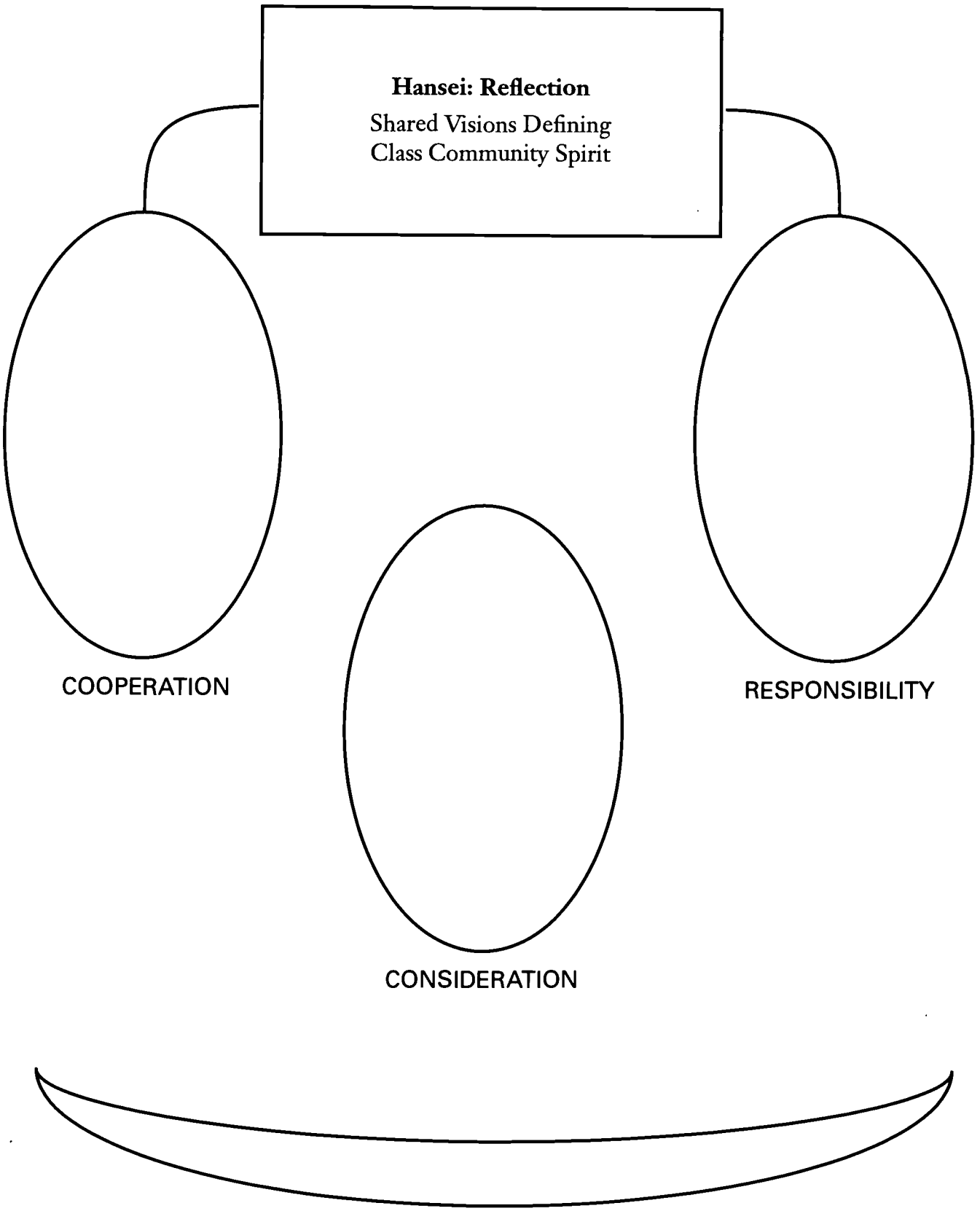
Voice Level

When you speak to someone next to you (mouse)
Speak in a group (dog)
Address the class (lion)

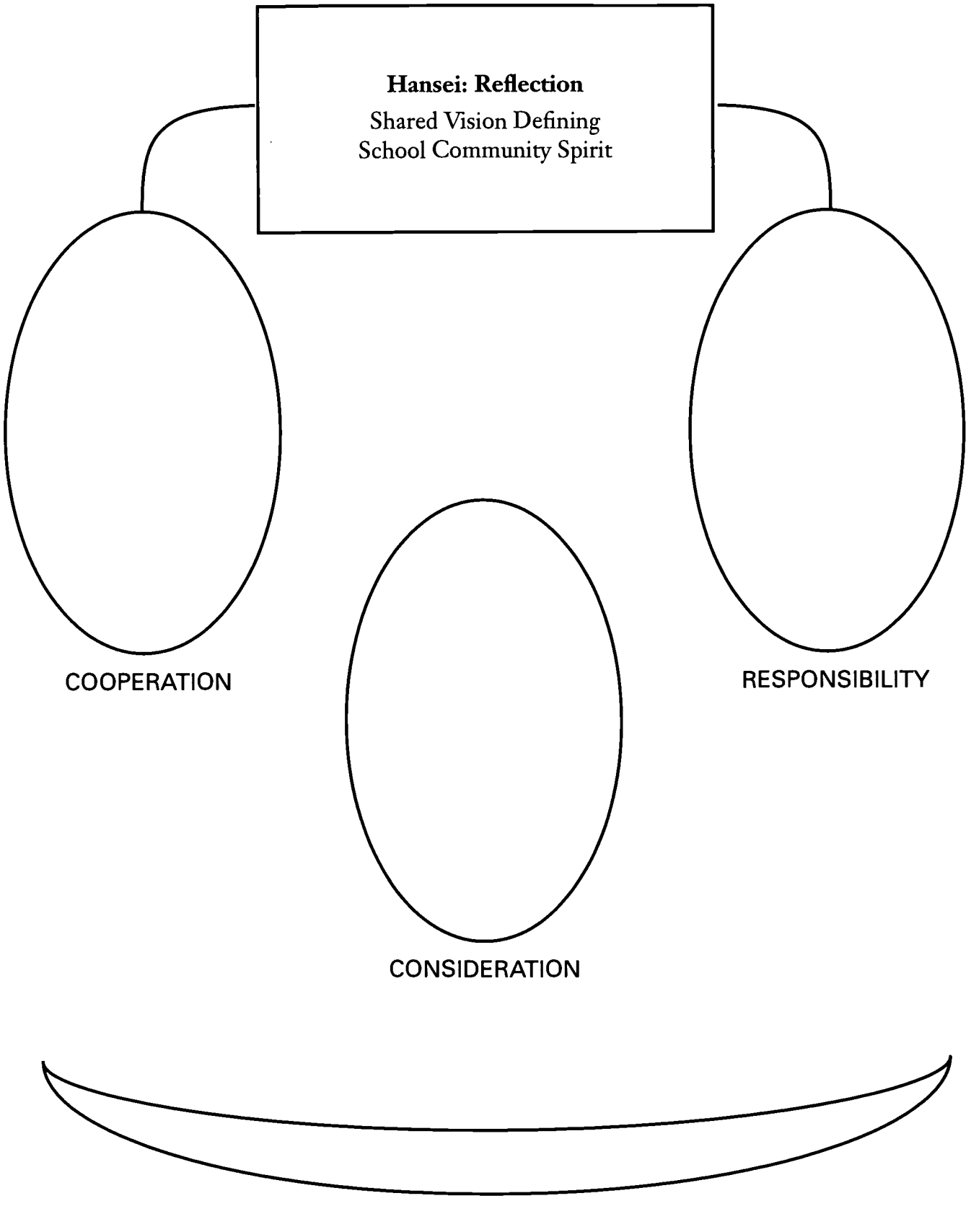


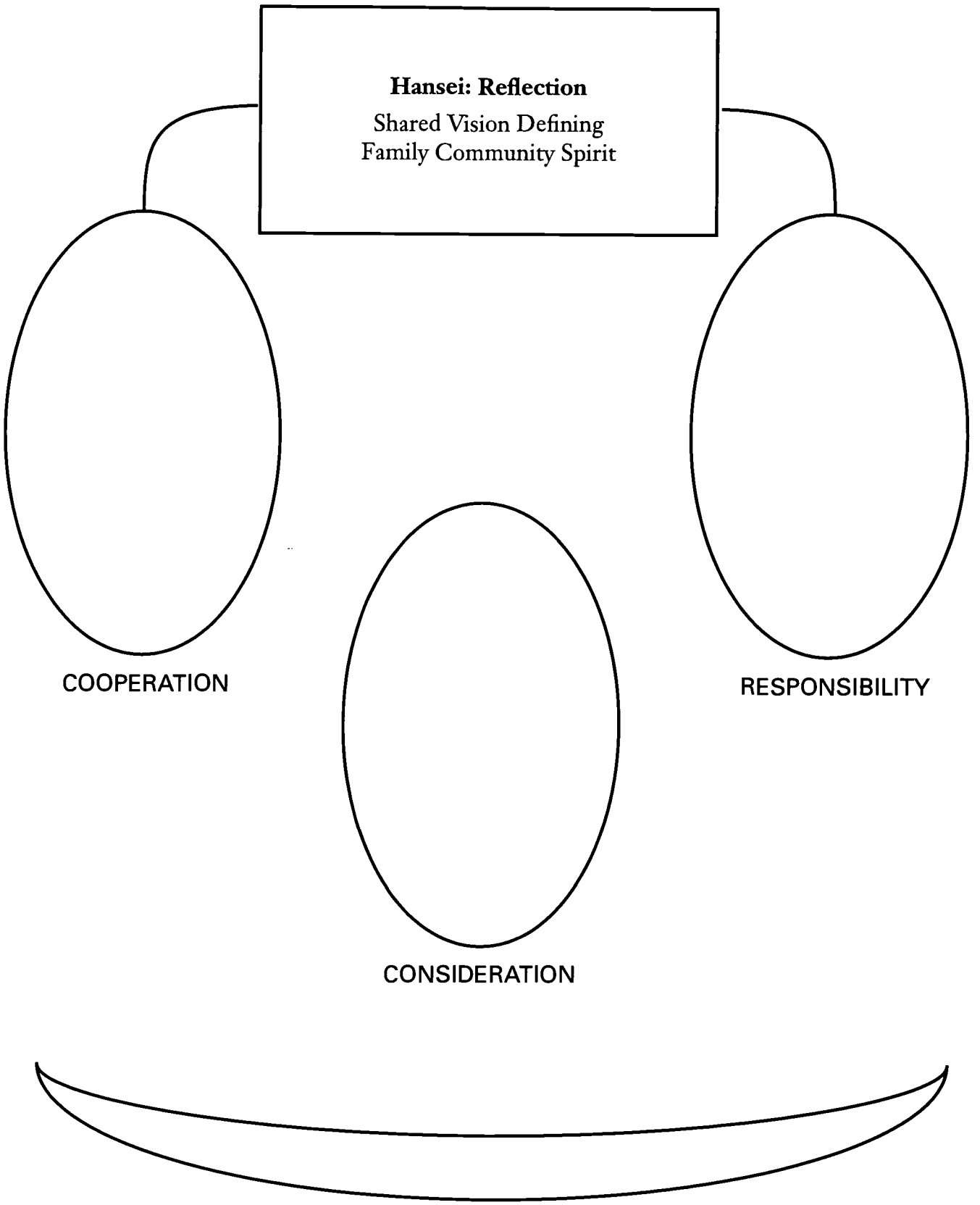
Think strongly
Think correctly

Say goodbye with a smile


Hansei: Reflection
Shared Visions Defining
Class Community Spirit
COOPERATION
RESPONSIBILITY
CONSIDERATION

APPENDIX 4
CONCEPT MAP FOR SCHOOL




Hansei: Reflection
Shared Vision Defining
Family Community Spirit
COOPERATION
RESPONSIBILITY
CONSIDERATION

TOPIC

The Same Things. . . Differently

by Martha McFerran
Independence High School, Columbus, Ohio

NCSS STANDARDS – THEMATIC STRANDS

IV. Individual Development and Identity

b. identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;

g. compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.

V. Individuals, Groups, and Institutions

b. analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

INTRODUCTION – PURPOSE/RATIONALE

This lesson takes stereotypes held by students and provides information about those topics. The lesson also asks students to research and relate information about their own country as a comparison.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This lesson is designed for middle or high school students. Ideally, this unit would be used in global or world cultures courses. It could also fit in a global or world history unit on Asia or Japan.

OBJECTIVES

Knowledge – Students will:

- compare aspects of Japanese culture with their own culture.
- identify similarities and differences in cultures.

Attitude – Students will:

- appreciate that Japanese culture has a variety of social strata and problems.
- acknowledge that cultural diversity makes the world an interesting place to explore.

Skills – Students will:

- research information about their own culture to use in a comparative presentation.
- derive information and form conclusions from the information used.
- work in groups to make a presentation about Japan and their own culture.

TIME ALLOTMENT

Four or five hours, including some library time, will be necessary.

RESOURCES NEEDED

- Appendices 1-4
- student copies of the criteria in the Assessment section
- encyclopedias, almanacs or other references about the United States
- a selection of books on Japan from the library, making sure there are sections on leisure activities, sports, and arts for one of the presentations
- large paper and markers for presentations
- video equipment if presentations are to be taped

PROCEDURE

A. To insure that students have an understanding of the location of Japan and its neighbors, teachers might start the unit by distributing outline maps of the Pacific Rim nations and asking the students to form groups and label Japan, Korea, China, Vietnam, Indonesia and the Philippines. Tell them to try without looking at a reference first.

B. Lesson activities are largely self-explanatory. Student groups of three or four will receive Appendix 1, 2, 3, or 4, each of which starts with a stereotype or assumption about Japan. The students will read the background information and will make a presentation on this aspect of life in Japan to the class in two or three days.

The students must do research to develop corresponding information about their own country. They may need to gather statistics, do an interview or get anecdotal information to contrast with the Japanese information in the Appendices. Of course, they are encouraged to do more research on Japan.

The format of the presentation is suggested in each appendix. It could be a play, a talk show featuring people from Japan and North America. The format could be a debate, a women's discussion group, a classroom lecture or a set of readings. Students should use their creativity here.

ASSESSMENT

- Each student will have a score sheet for the presentations by the other groups. The students and teacher will evaluate the groups on the following criteria:
- **Creativity.** Did the group keep the audience interested by using different drawings, charts or actions? Did they have an appropriate format... talk show, etc.? How many points out of 100 would this group get for creativity? _____
- **Clarity.** Could the class comprehend what the group was saying? How many points out of 100 would this group get for clarity? _____
- **Information.** Did the group understand the information they presented about Japan? Did they know what they were talking about? Did they really present relevant information about the U.S. to compare with Japanese facts? How many points out of 100 would this group get for information? _____
- **Involvement.** Were all the group members a part of the presentation? How many points out of 100 would this group get for involvement? _____
- At the end of the activity, a homework assignment should be given. Students should be asked to write two single-spaced handwritten pages about the following topic: "What I learned about the culture of Japan by listening to my classmates."

EXTENSIONS AND ENRICHMENT

- Students can brainstorm their own stereotypes about Japan and research them.
- Students can access the Internet and contact students in Japan to discuss the issue of stereotypes and how to overcome them.
- Students can find out which local businesses trade with Japan and investigate the opportunities for internships.

SUPPLEMENTAL RESOURCES

Bowring, Richard and Peter Kornick, eds. *Cambridge Encyclopedia of Japan.* New York: Cambridge University Press, 1993.

DeMente, Boye Lafayette, ed. *Japan Encyclopedia.* Lincolnwood, Illinois: Passport Books, 1995.

Japan 1997: An International Comparison. Tokyo: Keizai Koho Center, 1997.

Kosaka, Kenji, ed. *Social Stratification in Contemporary Japan.* New York: Kegan Paul International, 1994.

"The way I heard it, Japanese women don't have anything to worry about. They marry, have kids and the husband brings in the paycheck."

Well, Japanese women *do* worry about things. You will probably find that they worry about some of the same things your mothers worry about. But part of what you heard is correct. Most Japanese women quit work once they get married and volunteer or do part-time work after the kids are a little older.

You and your team might set up a "conversation presentation" between North American mothers and Japanese mothers. You could base your presentation on the following questions that Japanese housewives asked a group of visiting Americans. Your "research" involves asking your own mothers/aunts, etc. for answers to the Japanese questions and getting some questions from Americans for the Japanese.

The following is a list of statements and questions Japanese housewives had for people from North America:

1. In Japanese schools today, the problem of *ijime* or bullying is becoming serious. *Ijime* has even driven some students to commit suicide. Some schools are considering hiring counselors. In your country, is there a similar situation? What are the problems in your schools?
2. In Japan, it seems that we rely on schools to teach not only knowledge, but moral issues which should be taught at home. What is it like in your country?
3. I feel that moral education is not taught *enough* at school. Yet, it is more important than cramming students' heads full of facts. What do you think?
4. My son is in the ninth grade and will be an exchange student in North America. How are students expected to help around the house there? What will he have to do?
5. What kind of volunteer activities do typical housewives participate in?
6. It is said that children in your country work and save money on their own to go to college. Here, parents mostly take that responsibility. In raising your children, do you urge them to become independent at an early childhood age?
7. I worry about the pollution coming out of our factories. What will happen to the earth if we don't dispose of the waste properly? Is there great concern about the environment in your country?
8. How is housework divided by married couples? How does the husband help in housework?
9. How do elementary and junior high school students spend their time after school? Are topics such as volunteer activities and environmental issues (recycling) taught in school?
10. I am worried about the pension (retirement money) that the government says we will receive. The authorities are not managing it well. I wonder what will happen to us. Do you have a similar situation in North America?
11. My main concern is that many husbands stay at work all the time and have no connection to their wives and children. My husband and I have no interests in common. He eats dinner out every night. This work routine has affected the relationship between my husband and our children. Do you have problems like this?
12. My husband comes home early at 7:00. He is a teacher and has only a one hour trip on the train each way. I envy the wives whose husbands eat dinner at a restaurant because they don't have to cook. Do many North American husbands eat out every night?
13. Although I don't work, I have my own bank account and credit cards. I pay all the bills and talk to my husband about the finances. How do North American families handle their money?
14. Please describe the situation of help services for the elderly, such as providing meals, safe places to live, and health care.
15. Our city government has a program for elderly people. If they need help fixing up their homes, installing a handrail or something like this, they can get a loan. Does your city have a program like this for elderly people?

Now, your job is to talk to adults to get information about the questions the Japanese women asked, or call city hall or do whatever it takes to get information. Then, it is time to role play a conversation between Japanese and North American women!

It will be important for your group to present a SUMMARY. What are some of the similarities and differences between Japanese and North American women and the issues they are concerned about?

"Man, don't the Japanese ever have any fun? All you hear about is their working, studying or doing something productive. Don't they ever just chill?"

Many Japanese enjoy sports, arts, reading comic books, listening to music, cooking, traveling, relaxing, playing pachinko, going to movies, playing games, watching TV and just taking a nap. Their sports include all the Western games, with baseball being the most popular. But they love sumo wrestling, judo and kendo. Traditional arts include tea ceremony, flower arrangement and puppet theater. Karaoke, or sing-alongs with music, are very popular.

The job of your group is to introduce the following people to the class. This will show that there are a variety of people and interests in Japan. People do a lot more than work!

"Akiko" (student)

I like going to the movies. It's expensive though. . . 1800 yen or $18.00 each person (at $1=100 yen). I also like videos. My favorite actors are Brad Pitt and Christian Slater. I want to be a journalist. That way I can go to the United States, be a reporter and interview all the rock groups. I worry that I am too shy. I need to be more outgoing. My best friend likes television and volleyball.

"Kenji" (student)

I like playing the piano. I like all kinds of music, including jazz and classical, but mostly I like popular music. I want to become a mechanic. That means that after high school, I will have to go to a special technical school for two years. I worry that there is going to be a tax increase. We pay a lot of taxes already.

"Yukio" (student)

I like to read. Mystery and suspense books are my favorites. I don't want to talk about what I want for the future. It's a secret. I don't like to talk about it. I don't have too many worries. I hope that the world will live in peace. I hope that in the future, there will be a world without all the national boundaries and conflicts.

"Mr. Sato" (assistant principal)

The problems here are trying to educate students who are very different. We have students who come back from living in the United States. They need to be reacquainted with how things are done here in Japan. We have to deal with the problem of *ijime*. That is "bullying." When students are different, they get picked on by the others. We had an incident where a gang of motorcycle riders came to the school to try to recruit students. The teachers went out and chased them away.

In terms of student misconduct, if students misbehave repeatedly, they are sent home. We haven't had to send any students home this year. The problems we have are fighting, drinking, shoplifting, smoking or riding a motorbike without a license. My main headache is kids who come to school and don't go to class. They try to stay and see the nurse even when they aren't really sick.

We have a rule that students are not allowed to have part-time jobs after school hours. It interferes with their studies. There is night school for students who want to work. Also, we have a no dating rule. Students are not supposed to have boyfriends and girlfriends. We only have one or two students a year who get pregnant. They usually finish up their schooling at night school. The driving age in Japan is 18 and it costs a lot to get a driver's license. This cuts down on problems with older kids cutting classes. Almost all students here finish and graduate from High School. Very few drop out.

"Noriko" (student)

Don't believe everything they tell you. Students *do* have jobs. Students *do* have boyfriends and girlfriends. But, please, it is a secret. We could get in trouble!

"Takeshi" ("returnee" student)

I went to school in New York until last year. The biggest difference between school in Japan and in New York is having to take your shoes off and wear slippers when you come to school here! It seems like you are taking your shoes off all the time around here!

I like the United States better than Japan because students over there are more fun and there is more to do. Here in Japanese schools the work is harder. You have to work in class and study hard for the exams. Plus, in Japanese schools the students have to clean the school every day. For fifteen minutes after lunch, everyone has to get a broom or a mop and clean the building. In American schools the custodians do all that!

"Akira" (student)

I like tennis. I don't watch TV that much, usually only one hour a day. I am busy. I like to play tennis. I hope to study music some day. I play piano and the guitar, too. My favorite singers are Mariah Carey, Cyndi Lauper, Diana Ross, Janet Jackson, Mr. BIG and Boyz II Men. Of course, I like Japanese singers a lot, such as the "Komuro Family," Nami Amuro, and Tetuya Komuro.

I love to go to the karaoke house and sing songs. Do you like karaoke? It is a music tape with the vocals erased. If there is one in your town, please try it; it's fun! I get an allowance and I spend it on comic books. Japanese people of all ages *love* comic books!

I have two older brothers who still live at home. They are ages 22 and 24. We have to scramble for the food. They

love to eat. I have a dog. His name is "Ron." He is 11 years old. I had a bird but she died last year.

"Yasuko" (student)

I am 16 years old. My birthday is on May 8. I have traveled to Singapore. The shopping was good!

We have exams from July 5 to July 10. Then we have summer vacation from July 20 to September 1. I will be so happy to be on summer vacation. It gets very hot here in the summer. In America, the students don't have any homework during the summer, do they? Summer vacation in America is very, very long, isn't it? I envy that!!

I want to go to America. Is America very fun? If I go there, where are the best places to go? I hope my English is good. I want to improve my English so I can go to America.

"Ms. Smith" (American teacher)

Japan is wonderful. It is interesting being here and I am very well-paid for my teaching. There are many opportunities for Americans here in Japan. Along with teaching, there are positions with companies. Many companies want to hire native English speakers to help with public relations and with advertising for an English-speaking audience. There are also many Americans here with the military.

I would advise any young Americans to learn a foreign language and to consider working in another country. It is a lot of fun and you will learn about yourself, your own country and about the world. Go for it!

"Anne" (student)

I'm from Indiana. I am an exchange student here for six months. I have made many new friends. I love Japan. People are so friendly and have helped me so much. YES! Find out about exchange programs and get involved. It is a great opportunity!

"Which offers a better lifestyle... The United States or Japan?"

The following are some statistics on Japan and the United States. Your job is to find corresponding statistics in an almanac or encyclopedia about the United States and then to make comparisons to the class. You can use charts, graphs, skits, multi-media and any other way you can think of to compare the two countries.

Wages:

The average Japanese worker makes 2,321 yen per hour. That translates into about $22.70 per hour (1994).

[Source: *Japan 1997: An International Comparison*]

Hours:

The average Japanese worker works 39.2 hours per week (1996).

[Source: *Japan 1997: An International Comparison*]

Land:

Japan has 378,000 square kilometers.

[Source: *Japan 1997: An International Comparison*]

Population:

Japan has 124,960,000 people (1994).

[Source: *Japan 1997: An International Comparison*]

Difference between management and workers:

Director	10,384,000 yen per year	($103,840)
Section Chief	8,256,000 yen per year	($82,560)
Chief Clerk	6,645,000 yen per year	($66,450)
Regular Worker	4,327,000 yen per year	($43,270)

[Source: The Japanese Ministry of Labor]

You and your group could go to the school board and find out how much the top worker and the lowest full-time employee are paid and compare the two systems. It might be interesting to go to a company and find out how much the highest executive is paid and how much a "regular worker" is paid.

Air pollution:

Japan contributes 5% of the world's CO pollution. The United States contributes 23%. Canada contributes 2%.

[Source: *Japan 1997: An International Comparison*]

Personal Income tax:

The lowest tax rate in Japan is 10%. The highest is 50%.

The lowest tax rate in the United States is 15.6%. The highest is 39.6%

The lowest tax rate in Canada is 17%. The highest is 29%.

[Source: *Japan 1997: An International Comparison*]

Corporate taxation:

Japanese companies pay taxes at a rate of 49.98%.

U.S. companies pay taxes at a rate of 41.05%.

(No Canadian figures given)

[Source: *Japan 1997: An International Comparison*]

Ownership of Consumer Durables:

The following are the percentages (1996) of Japanese households which own these items:

Color television	99.1%
VCR	73.8%
Personal Computer	17.3%
Washing Machine	99.2%
Car	80.1%
Piano	22.0%

[Source: *Japan 1997: An International Comparison*]

What are comparable statistics about your country and what do they tell about the country and how people there live? What kind of fun posters can you make to compare these statistics?

Here is the last piece of information. You will probably have to ask the same questions to a few people and compare the answers to this survey done in Japan. What the following survey asked was this, "Generally speaking, do you think that society is fair?" Here is what Japanese people answered:

fair	3.3%
mostly fair	34.1%
not so fair	40.4%
not fair at all	19.5%
don't know	2.3%

Japanese people were asked, "Do you think that fairness exists in the following aspects of contemporary Japanese society?" Their answers were as follows:

	Yes	*No*
sex	40.2	58.1
age	28.2	70.1
school education	64.3	34.0
occupation	50.8	47.5
wealth	56.5	41.8
family stock	36.1	62.2
residential location	35.0	63.3
ideology /creed	24.3	74.0

("Don't know" or no answer reported at 1.7 for all questions)

[Source: Kosaka, Kenji, ed. *Social Stratification in Contemporary Japan.* 181]

Your group can ask the same questions to a few people and gather data regarding whether people in the United States think society is fair. What categories did the Japanese survey use that seem odd? What categories would be added in the United States and Canada? What does all this information tell you about these different societies? What does "unfairness" in Japan seem to be based on?

"Are Japanese kids really 'smarter' than kids in the United States and Canada?"

Often the word "smarter" is confused with "more educated" . . . . or going to school more. Let's compare school schedules. Let's look at the daily schedules and count up the number of minutes that Japanese students spend in high school:

Monday - Friday		*Saturday*	
Faculty Meet	8:20 - 8:35	1st Period	8:35 - 9:25
Home Room	8:35 - 8:45	2nd Period	9:35 - 10:25
1st Period	8:50 - 9:40	3rd Period	10:35 - 11:25
2nd Period	9:50 - 10:40		
3rd Period	10:50 - 11:40	Assembly:	
4th Period	11:50 - 12:40	Thursday 8:35 - 8:50	
Lunch Time	12:40 - 13:25		
Cleaning	13:25 - 13:40		
5th Period	13:45 - 14:35		
6th Period	14:45 - 15:35		

Compare this school schedule with your own.

Now, let's look at the number of days you go to school and Japanese students go to school in a year.

BEGINNING OF THE SCHOOL YEAR:	
April 8	Start of First Term
April 9	Entrance Ceremony
May 20-23	Mid-term Exams
July 5-10	Final Exams
mid-July–August 31	SUMMER VACATION
September 1	Start of second term
October 10	Mid-term Exams
December 25–January 7	WINTER BREAK
March 10	Final Exams
March 20–April 5	SPRING BREAK

Go to your school secretary and get a copy of your school's yearly schedule and count the number of days you go to school each year.

COMPARE!!

Here are a few statistics you can share in your presentation:

Full-Time Pupils/Students (1991-1992)

(per 1000 population)	*Total*[a]	*Pre-primary*	*Primary*	*Secondary*	*Tertiary*
Belgium	220	40	74	81	25
Canada	218	16	84	83	35
France	252	45	71	100	32
Germany	188	27	40	92	28
Ireland	277	36	116	102	22
Italy	201	28	53	93	27
Japan	**208**	**16**	**74**	**87**	**27**
Netherlands	217	24	73	93	26
New Zealand	251	34	92	102	23
Spain	246	26	68	117	33
Sweden	191	31	68	68	24
United Kingdom	187	7	85	80	15
United States	223	27	89	76	32

[a] includes pre-primary enrolled at part-time
* *OECD Indicators*, 1995, OECD

Full-Time Equivalent Teachers (1991-1992)

(per 1000 population)	*Total*	*Pre-primary*	*Primary*	*Secondary*	*Tertiary*
Belgium	20.4	2.2	5.1	10.4	1.4
France	14.6	1.7	3.5	7.0	1.8
Germany	11.6	1.1	2.0	5.7	2.7
Ireland	13.7	1.3	4.5	6.0	1.7
Italy	18.0	2.1	4.8	10.5	0.6
Japan	**12.5**	**0.9**	**3.7**	**5.3**	**2.3**
Netherlands	11.3	0.9	3.1	5.2	2.0
New Zealand	—	—	5.0	6.0	2.4
Spain	13.1	1.1	3.2	7.2	1.5
United Kingdom	11.9	0.2	4.2	6.3	1.3
United States	13.4	—	6.0	4.8	2.6

* *OECD Indicators*, 1995, OECD

Advancement Rate to Higher Education (1991-1992)

(Proportion of Age-group Concerned per 1,000 of Age Group)

	Obtaining Secondary Qualifications	*Entering Tertiary Education*
Austria	916	341
Belgium	761	526
Denmark	991	528
France	782	480
Germany[a]	1,096	478
Ireland	1,037	399
Italy	589	417
Japan	**922**	**550**
Netherlands	956	401
Spain	748	433
Sweden	830	520
Switzerland	826	282
United Kingdom	801	369
United States	757	—

[a] ex-West Germany
* *OECD Indicators*, 1995, OECD

Nobel Prize[a] and Fields Medal Winners (-1994)

	Nobel Prize				*Fields Medal*
	1901-94	*Physics*	*Chemistry*	*Medicine*[b]	*1934-94*
Total	425	146	120	159	34
United States	169	58	39	72	13
United Kingdom	66	20	23	23	3
Germany	60	19	27	14	1
France	25	11	7	7	5
Sweden	15	4	4	7	1
Switzerland	12	2	5	5	—
ex-USSR	10	7	1	2	3
Netherlands	10	6	2	2	—
Austria	9	3	—	5	—
Denmark	8	3	—	5	—
Italy	7	3	1	3	1
Belgium	5	—	1	4	1
Japan	**5**	**3**	**1**	**1**	—
Others	24	7	8	9	—

[a] Field of Natural Science
[b] includes Physiology
* *Indicators of Science and Technology*, Science and Technology Agency

[Source: *Japan 1997: An International Comparison*]

Communications and Media (1993)

	Mail (million letters sent)	*Diffusion Rate[a] (%) Telephone*	*Television*
Japan	**24,475**	**46.4**	**28.1[c]**
United Kingdom	16,651	44.6	36.0[c]
Germany	19,066	44.0	39.6[c]
France	26,124	52.1	34.7[c]
Italy	6,832	41.0	27.6[c]
Switzerland	4,296[b]	60.7	37.0[c]
Korea	2,988	36.3	20.8[c]
Singapore	512	41.0	36.7[c]
United States	171,222	51.5	92.7[d]
Canada	10,832	58.9	62.9[d]
Brazil	3,947	6.8	20.1[d]
Hong Kong	953	47.9	27.5[d]
Thailand	882	3.1	10.9[d]
Australia	3,692[b]	48.7	47.5[d]

[a] per 100 people [b] 1992 [c] number of receiving contacts
[d] number of receivers
* *MPT's White Paper*, 1995, Ministry of Posts and Telecommunications

Newspapers, Books and Movies (1992)

	(titles) No. of Books Published	*(per 1,000 people) No. of Daily Newspapers in Circulation*	*No. of Movies Produced*
Japan	**48,053[a]**	**576**	**239[b]**
United States	49,276	240	345[c]
United Kingdom	86,573	383	54[d]
Germany	67,277	331	72[d]
France	45,379	205	156[d]
Italy	29,351	105	99[d]
Sweden	12,813	511	30[d]
Spain	41,816	105	64[d]
Denmark	11,761	332	11[d]
Canada	—	215	54[b]
Korea	27,889	407	110[c]

[a] 1993 [b] 1990 [c] 1989 [d] 1991
* UNESCO, Management and Coordination Agency

Please use comparisons of the school day and school year as well as the statistics above to make a presentation to the class. Focus on whether there is any way to justify the stereotype that "Japanese people are smart." In your presentation, try to explain why North Americans might have this stereotype. How could this stereotype harm both Japanese *and* North Americans?

TOPIC

Nan De Ikimasho Ka? (How Shall We Go?)

by Sally Jo Michalko
Meadowbrook Elementary School, Waukesha, Wisconsin

NCSS STANDARDS – THEMATIC STRANDS

III. People, Places, and Environment

e. locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;

h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

INTRODUCTION – PURPOSE/RATIONALE

Japan provides efficient mass transportation despite the challenges of densely populated areas, mountainous terrain, and numerous islands. In this lesson, students will compare and contrast data from a transportation survey completed by a random sample of fifth grade students from Hiroshima and Tokyo. The bilingual (Japanese and English) survey is included so your students may collect data from their own classmates for comparison.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This is an integrated math and social studies lesson. With modifications, it is appropriate for any elementary or middle school class.

OBJECTIVES

Knowledge – Students will:

- identify modes of transportation.
- distinguish between public and private transportation.
- analyze how geographic features affect population density.
- analyze the impact of population density on transportation choices.

Attitude – Students will:

- recognize that the choice between private and public transportation has an impact on the quality of the environment.

Skills – Students will:

- collect, tabulate, graph, and analyze survey data.

TIME ALLOTMENT

four or five class sessions

RESOURCES NEEDED

- political/geographic relief map of Japan
- Appendix 1: Transportation Survey
- Appendix 2: Survey Response Data (from Ochanomizu Elementary School in Tokyo and Senda Elementary School in Hiroshima)

PROCEDURE

A. Brainstorm modes of transportation. List them on the chalkboard. Classify each mode as either public or private transportation. Invite students to share their personal experiences using public transportation.

B. Administer Appendix 1: Transportation Survey. (The entire survey need not be used. Questions of class interest may be selected for later exploration. Younger students may be surveyed orally.) Tabulate and discuss class data. Consider the following questions:

- Which modes of transportation were used?
- Why do you think some modes were used more than others?
- Were there any kinds of transportation not used at all? Why?

C. Locate Japan on a map. Identify the geographic features. In a class discussion, explore the following questions:

- What influence do you think these geographic features might have on where people live? Introduce the concept of population density.
- What impact would population density have on transportation choices?

D. Examine data from Japan. Discuss possible responses to the following questions:

- How does the use of transportation compare between the students and their families from Senda Elementary School and Ochanomizu Elementary School?

  (Senda Elementary School is a neighborhood school in Hiroshima. Ochanomizu Elementary School is attached to Tokyo's Ochanomizu University. Entrance into Ochanomizu Elementary is by competitive examination. This school draws from a wide geographic area.)

- What reasons might there be for transportation choices e.g. geography, population density, concern for the environment?

E. Focus student attention on the environmental concerns associated with various modes of transportation. Have students respond to the following questions:

- What role does environmental consideration play in your daily transportation choices?
- To what degree might environmental concerns have influenced the Japanese students surveyed?

F. Compare and contrast your classroom survey data with that of one or both of the Japanese schools. Summarize your findings.

ASSESSMENT

- Student understanding of the collection, tabulation, and interpretation of data may be assessed during each day's activities.
- Each student prepares a short paper describing the impact of population density on the transportation choices people make.

EXTENSION AND ENRICHMENT

- Discuss how transportation in your community has changed over time. How have population growth and population density affected transportation? What population changes do you anticipate by the year 2020? Invent a new form of transportation to meet these needs.
- Survey students from another school. How do their transportation choices differ from your classroom's data? Why?

SUPPLEMENTAL RESOURCES

Bullard, Betty. *What I Want To Know About Japan: Brief Answers to Questions Asked About Japan by American Junior High School Students.* New York: Japan Information Center, 1991.

Koren, Leonard. *283 Useful Ideas From Japan.* Tokyo: The Japan Times, 1988.

Living Japanese Style. Tokyo: Japan Travel Bureau, 1989.

Pictorial Encyclopedia of Modern Japan. Tokyo: Gakken Co., Ltd., 1986.

The Japan of Today. Tokyo: The International Society for Educational Information, Inc., 1993.

Video Letters From Japan. The Asia Society and TDK Corporation.

Welch, Theodore F. *Japan Today!: A Westerner's Guide to the People, Language and Culture of Japan.* Lincolnwood, Illinois: Passport Books, 1986.

交通機関アンケート
Transportation Survey

1. 今日、どういうふうに学校に来ましたか。あてはまる答えに丸をつけて下さい。
きょう、どういうふうにがっこうにきましたか。あてはまるこたえにまるをつけてください。
How did you get to school today? Circle all that apply.

ア.	徒歩で	とほで	walked
イ.	自転車で	じてんしゃで	by bicycle
ウ.	バスで	バスで	by bus
エ.	電車で	でんしゃで	by train
オ.	地下鉄で	ちかてつで	by subway
カ.	自動車で	じどうしゃで	by car
キ.	スクーターで	スクーターで	by motor scooter
ク.	その他 _____	そのた _____	other _____

2. 今日、家から学校まで全部で何分かかりましたか。
きょう、いえからがっこうまでぜんぶでなんぷんかかりましたか。
How many minutes did it take to get from your home to school today?

_____分／ぷん／minutes

3. 今日、学校へだれといっしょに来ましたか。
きょう、がっこうへだれといっしょにきましたか。
Who did you come to school with today?

ア.	一人で	ひとりで	by myself
イ.	クラスメートと	クラスメートと	with a classmate
ウ.	近所の人と	きんじょのひとと	with neighbors
エ.	きょうだいと	きょうだいと	with brothers or sisters
オ.	父と	ちちと	with my dad
カ.	母と	ははと	with my mom

4. 今日、学校に通っている時に主に何をしていましたか。一つの答えに丸をつけて下さい。
きょう、がっこうにかよっているときに主になにをしていましたか。ひとつのこたえにまるをつけてください。
As you traveled to school today, what did you mostly do? Circle only one.

ア.	会話をしていた	かいわをしていた	talked
イ.	小説か新聞を読んでいた	しょうせつかしんぶんをよんでいた	read a book or newspaper
ウ.	雑誌を読んでいた	ざっしをよんでいた	read a magazine
エ.	漫画を読んでいた	まんがをよんでいた	read comic books
オ.	勉強をしていた	べんきょうをしていた	studied
カ.	なにもしていなかった	なにもしていなかった	nothing
キ.	寝ていた	ねていた	slept
ク.	音楽を聞いていた	おんがくをきいていた	listened to music

5. 今日、お父さん（又はお母さん）はどういうふうに仕事場へいきましたか。あてはまる答えに丸を付けてください。
きょう、おとうさん（またはおかあさん）はどういうふうにしごとばへいきましたか。あてはまるこたえにまるをつけてください。
How did your father or mother get to work today? Circle all that apply.

ア.	徒歩で	とほで	walked
イ.	自転車で	じてんしゃで	by bicycle
ウ.	バスで	バスで	by bus
エ.	電車で	でんしゃで	by train
オ.	地下鉄で	ちかてつで	by subway
カ.	自動車で	じどうしゃで	by car
キ.	スクーターで	スクーターで	by motor scooter
ク.	その他 _____	そのた _____	other _____

6. お父さん（又はお母さん）が家から仕事場へ通うのは全部で何分かかりますか。
おとうさん（またはおかあさん）がいえからしごとばへかようのはぜんぶでなんぷんかかりますか。
How many minutes does it take him or her to go from home to work?

_____分／ぷん／minutes

7. お父さん（又はお母さん）はふだんだれといっしょに仕事場へ通っていますか。
おとうさん（またはおかあさん）はふだんだれといっしょにしごとばへかよっていますか。
Who does he or she usually go to work with?

ア.	一人で	ひとりで	by himself/herself
イ.	同僚と	どうりょうと	with a co-worker
ウ.	近所の人と	きんじょのひとと	with neighbors
エ.	その他 _____	そのた _____	other _____

8. お父さん（又はお母さん）は仕事場へ通っている時に、ふだん何をしていますか。一つの答えに丸をつけて下さい。
おとうさん（またはおかあさん）はしごとばへかよっているときに、ふだんなにをしていますか。ひとつのこたえにまるをつけてください。
As he or she travels to work, what does he or she mostly do? Circle only one.

ア.	会話をしている	かいわをしている	talk
イ.	小説か新聞を読んでいる	しょうせつかしんぶんをよんでいる	read a book or newspaper
ウ.	雑誌を読んでいる	ざっしをよんでいる	read a magazine
エ.	漫画を読んでいる	まんがをよんでいる	read comic books
オ.	勉強をしている	べんきょうをしている	study
カ.	なにもしていない	なにもしていない	nothing
キ.	寝ている	ねている	sleep
ク.	音楽を聞いている	おんがくをきいている	listen to music
ケ.	その他	そのた	other

9. お母さん（又はお父さん）はふだんどういうふうに買い物に行きますか。一つの答えに丸を付けてください。
おかあさん（またはおとうさん）はふだんどういうふうにかいものにいきますか。ひとつのこたえにまるをつけてください。
How does your mother or father usually go shopping? Circle only one.

ア.	徒歩で	とほで	walk
イ.	自転車で	じてんしゃで	by bicycle
ウ.	バスで	バスで	by bus
エ.	電車で	でんしゃで	by train
オ.	地下鉄で	ちかてつで	by subway
カ.	自動車で	じどうしゃで	by car
キ.	スクーターで	スクーターで	by motor scooter
ク.	その他 _____	そのた _____	other _____

10. あなたはふだんどうやって友達に会いに行きますか。一つの答えに丸を付けてください。
あなたはふだんどうやってともだちにあいにいきますか。ひとつのこたえにまるをつけてください。
How do you usually go to meet your friends? Circle only one.

ア.	徒歩で	とほで	walk
イ.	自転車で	じてんしゃで	by bicycle
ウ.	バスで	バスで	by bus
エ.	電車で	でんしゃで	by train
オ.	地下鉄で	ちかてつで	by subway
カ.	自動車で	じどうしゃで	by car
キ.	スクーターで	スクーターで	by motor scooter
ク.	その他 _____	そのた _____	other _____

11. あなたの家族は休暇を取って旅行する時に、ふだんどういうふうに行きますか。第一の答えに丸を付けてください。
あなたのかぞくはきゅうかをとってりょこうするときに、ふだんどういうふうに行きますか。だいいちのこたえにまるをつけてください。
When your family goes on vacation, how do they usually travel there? Circle only one (the way used most often).

ア.	飛行機で	ひこうきで	by airplane
イ.	船で	ふねで	by boat
ウ.	バスで	バスで	by bus
エ.	電車で	でんしゃで	by train
オ.	地下鉄で	ちかてつで	by subway
カ.	自動車で	じどうしゃで	by car
キ.	オートバイで	オートバイで	by motorcycle
ク.	その他 _____	そのた _____	other _____

12. あなたの家族の皆さんが持っている乗り物に丸を付けてください。
あなたのかぞくのみなさんがもっているのりものにまるをつけてください。
For each person in your family, mark the correct column to show what kind of transportation he or she owns.

	自転車 じてんしゃ bicycle	スクーター motor scooter	オートバイ motorcycle	自動車 じどうしゃ car	バンかトラック van or truck
あなた you					
母 はは mom					
父 ちち dad					
兄弟／姉妹 きょうだい／しまい brothers or sisters					

13. もし、あなたの家族が自動車を持っていたら、その自動車はどこの国の自動車ですか。
（例：日本製、ドイツ製、など）二台以上の場合、全部書いてください。
もし、あなたのかぞくがじどうしゃをもっていたら、そのじどうしゃはどこのくにのじどうしゃですか。にだいいじょうのばあい、ぜんぶかいてください。
If you own a family car, what kind is it? (Ex: Japanese, German, etc.)
If you own more than one car, list all.

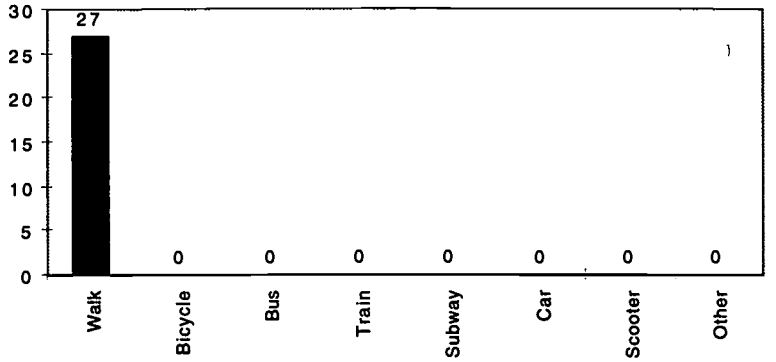
_____

_____

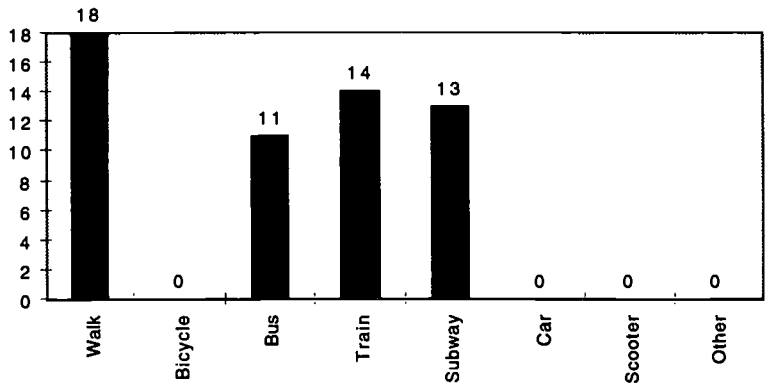
名前／なまえ／Name:_____
学年／がくねん／Grade:_____

APPENDIX 2, QUESTION 1:
HOW DID YOU GET TO SCHOOL TODAY?

Senda Elementary



Ochanomizu Elementary



APPENDIX 2, QUESTION 2:
HOW MANY MINUTES DID IT TAKE YOU TO GET FROM YOUR HOME TO SCHOOL TODAY?

Senda Elementary

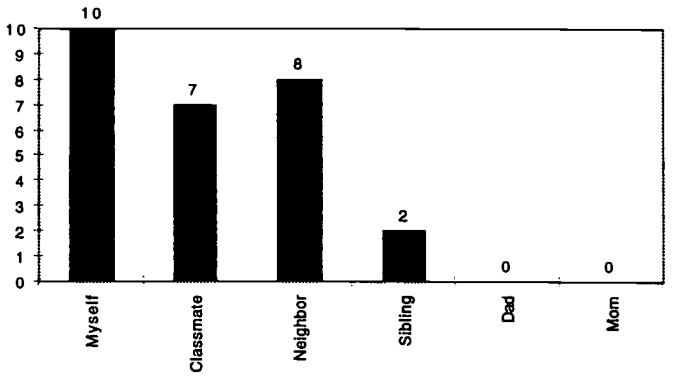
Minutes	*Number Responding*	*Minutes*	*Number Responding*
1	1	12	1
4	1	13	1
5	2	15	3
7	3	20	5
10	9	25	1

Ochanomizu Elementary

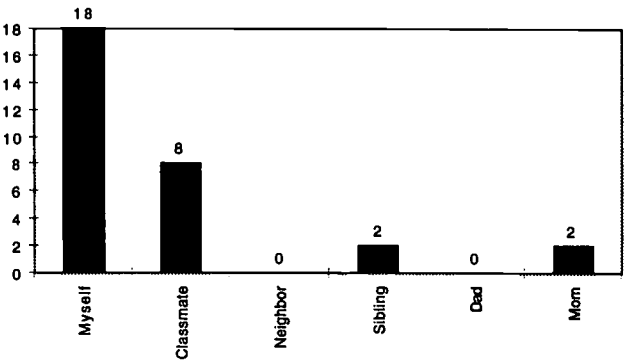
Minutes	*Number Responding*	*Minutes*	*Number Responding*
10	2	50	6
15	1	60	5
30	1	65	1
40	5	80	1
45	2		

APPENDIX 2, QUESTION 3:
WHO DID YOU COME TO SCHOOL WITH TODAY?

Senda Elementary

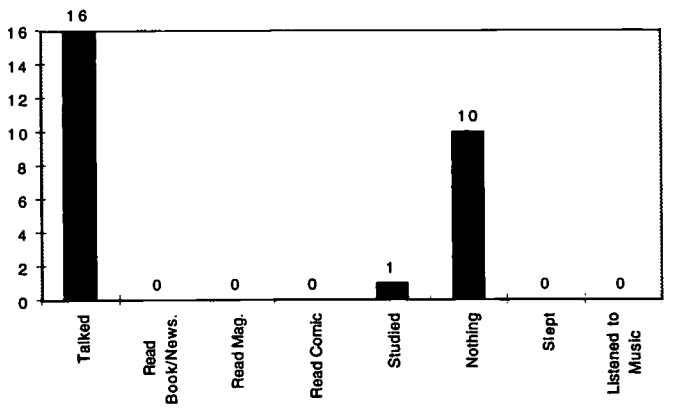


Ochanomizu Elementary

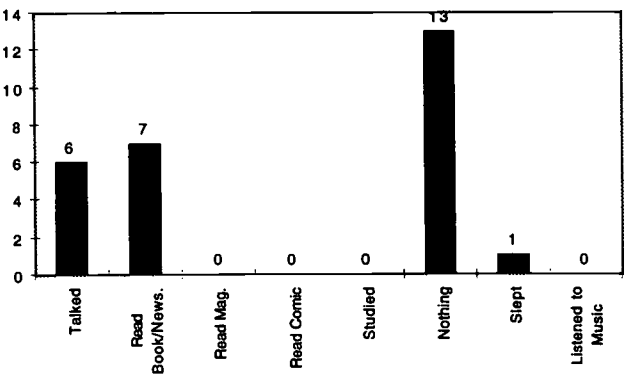


APPENDIX 2, QUESTION 4:
AS YOU TRAVELED TO SCHOOL TODAY, WHAT DID YOU MOSTLY DO?

Senda Elementary

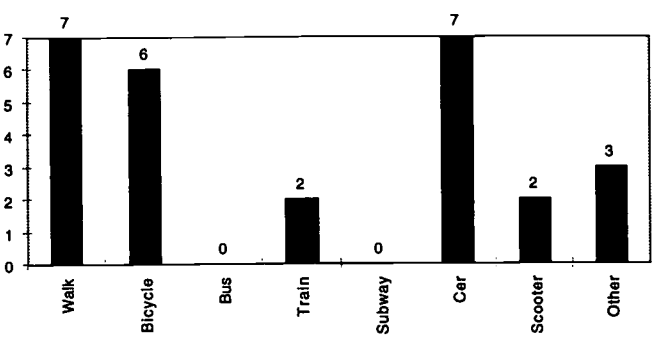


Ochanomizu Elementary

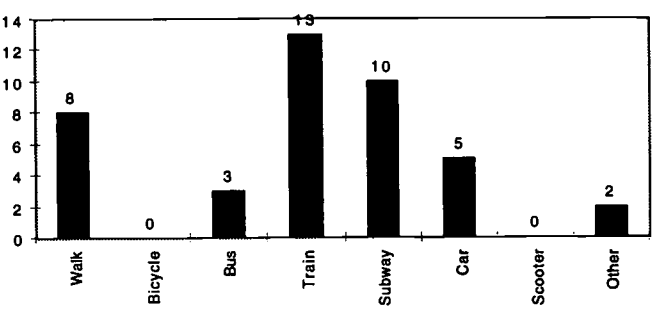


APPENDIX 2, QUESTION 5:
HOW DID YOUR FATHER OR MOTHER GET TO WORK TODAY?

Senda Elementary



Ochanomizu Elementary



APPENDIX 2, QUESTION 6:
HOW MANY MINUTES DID IT TAKE YOUR MOTHER OR FATHER TO GO FROM HOME TO WORK?

Senda Elementary

Minutes	*Number Responding*	*Minutes*	*Number Responding*
1	4	20	2
2	1	25	2
3	1	30	3
5	2	40	1
9	1	90	1
10	4	Don't know	4
15	1		

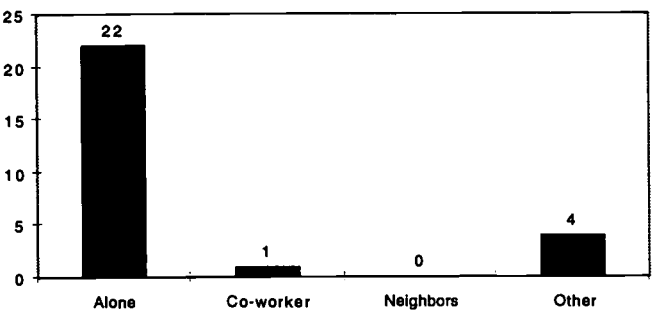
Ochanomizu Elementary

Minutes	*Number Responding*	*Minutes*	*Number Responding*
4	1	50	2
15	1	60	5
30	2	70	1
40	3	90	2
45	2	110	1

APPENDIX 2, QUESTION 7:
WHO DOES YOUR MOTHER OR FATHER USUALLY GO TO WORK WITH?

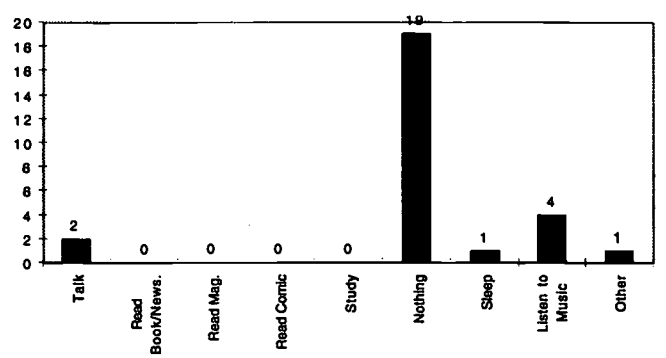
Senda Elementary

Ochanomizu Elementary

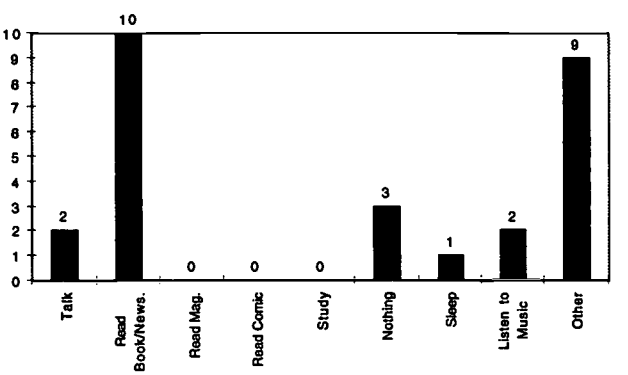


APPENDIX 2, QUESTION 8:
AS YOUR FATHER OR MOTHER TRAVELS TO WORK, WHAT DOES HE OR SHE MOSTLY DO?

Senda Elementary

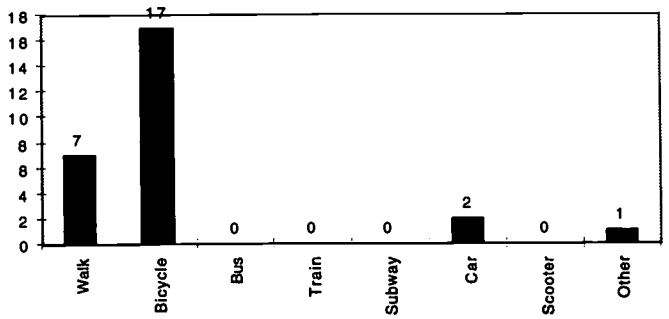


Ochanomizu Elementary

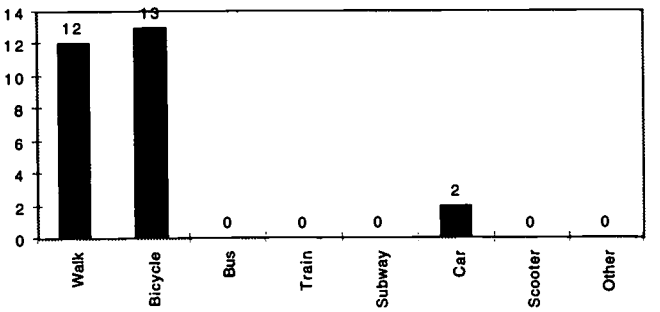


APPENDIX 2, QUESTION 9:
HOW DOES YOUR MOTHER OR FATHER USUALLY GO SHOPPING?

Senda Elementary

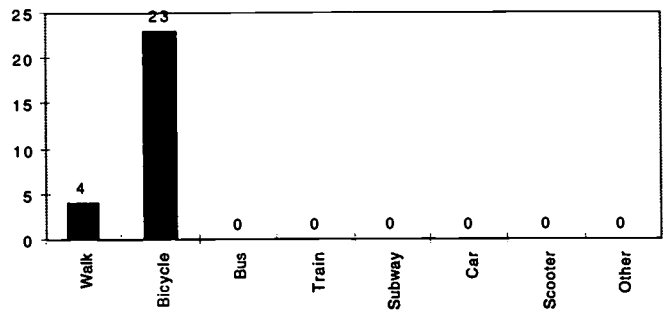


Ochanomizu Elementary

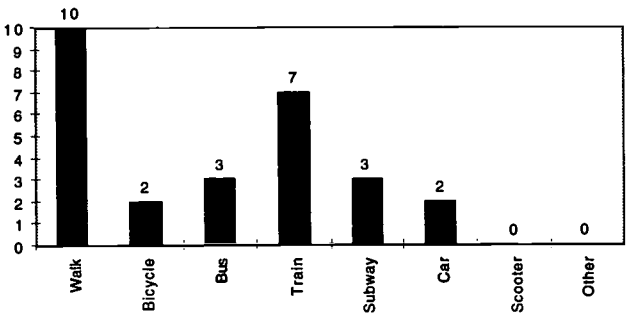


APPENDIX 2, QUESTION 10:
HOW DO YOU USUALLY GO TO MEET YOUR FRIENDS?

Senda Elementary

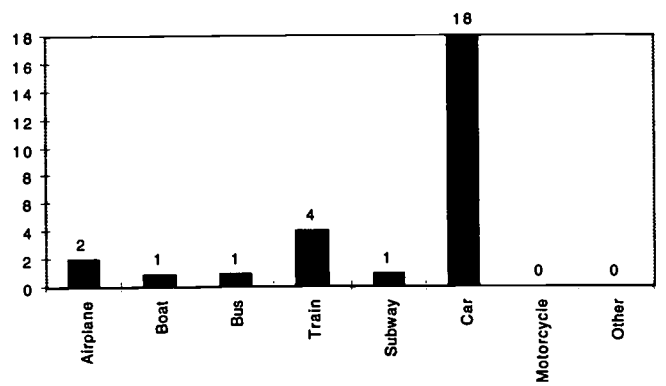


Ochanomizu Elementary

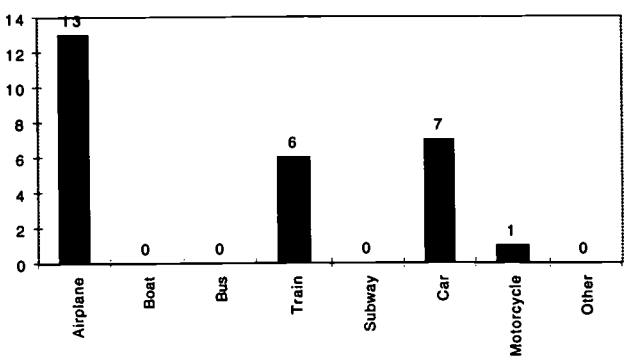


APPENDIX 2, QUESTION 11:
WHEN YOUR FAMILY GOES ON VACATION, HOW DO THEY USUALLY TRAVEL THERE?

Senda Elementary



Ochanomizu Elementary



APPENDIX 2, QUESTION 12:
WHAT KIND OF TRANSPORTATION DOES EACH MEMBER OF YOUR FAMILY OWN?

Senda Elementary

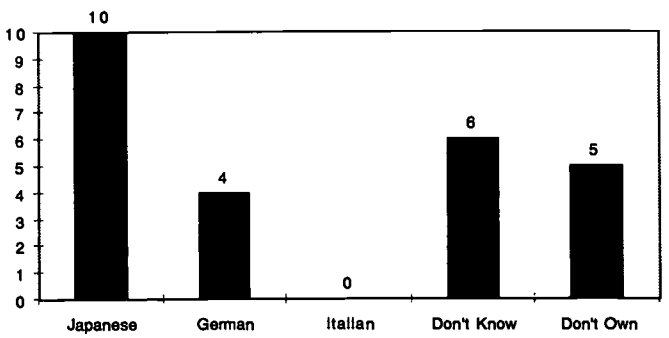
	Bicycle	*Scooter*	*Motorcycle*	*Car*	*Van or Truck*
You	27	–	–	–	–
Mom	26	1	–	7	–
Dad	17	3	5	22	2
Siblings	33	-	2	2	–

Ochanomizu Elementary

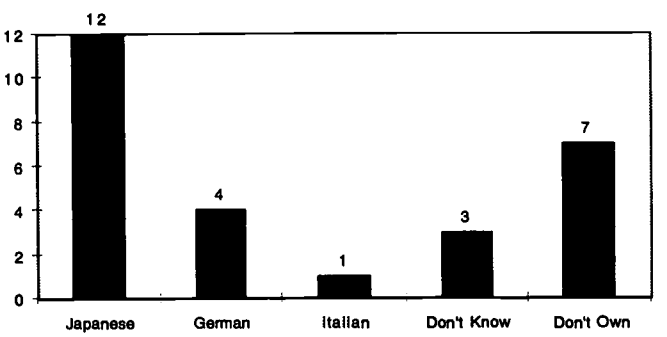
	Bicycle	*Scooter*	*Motorcycle*	*Car*	*Van or Truck*
You	24	–	–	–	–
Mom	21	–	–	7	–
Dad	15	–	–	18	2
Siblings	22	–	–	–	–

APPENDIX 2, QUESTION 13:
IF YOU OWN A FAMILY CAR, WHAT KIND IS IT?

Senda Elementary



Ochanomizu Elementary



TOPIC

The Japanese People in the World Economy: Will "Lifetime Employment" and "Shared Benefit" Survive?

by James R. Mullen
Del Mar High School, San Jose, California

NCSS STANDARDS - THEMATIC STRANDS

II. Time, Continuity, and Change

b. apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;

f. apply ideas, theories, and modes of historical inquiry to analyze historical and temporary developments, and to inform and evaluate actions concerning public policy issues.

IV. Individual Development and Identity

e. examine the interactions of ethnic, national, or cultural influences in specific situations or events;

h. work independently and cooperatively within groups and institutions to accomplish goals.

V. Individuals, Groups, and Institutions

b. analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;

d. identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;

f. evaluate the role of institutions in furthering both continuity and change.

INTRODUCTION - PURPOSE/RATIONALE

This lesson will help students understand the important role that Japanese customs and traditions have played in labor-management relations, and more specifically how the practice of "lifetime employment" and the notion of "shared benefit" both face challenges as economic conditions undergo change and the Japanese economy becomes more integrated into the world economy. How the Japanese deal with these challenges could very likely influence their role in the world economy, and also influence Japanese culture and society.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This lesson has been designed for high school juniors and seniors. In California the most appropriate course placement would be in the state-mandated course in economics at the senior level, although it may also fit into a modern world history or an area studies course.

OBJECTIVES

Knowledge - Students will:

- identify and describe patterns of change within a culture.
- examine the interactions of ethnic, national, or cultural influences on the economy of Japan.

Attitude - Students will:

- acknowledge and appreciate the efforts of Japanese employers and workers to honor the tradition of group loyalty.

Skills - Students will:

- analyze group and institutional influences on people in contemporary settings.
- use a variety of sources, consider their credibility, and search for causality.
- apply key concepts such as time, causality, and change to describe patterns of change and continuity.
- work independently and cooperatively in groups to accomplish goals.

TIME ALLOTMENT

Three to four class sessions, depending upon the amount of discussion generated.

RESOURCES NEEDED

- Appendices 1-3
  Appendices 1 and 2 include excerpts from articles in international or Japanese publications, and one from a book by a U.S. author. Each of these appendices includes questions related to its content, and each should be available in numbers sufficient for approximately one-half of the class. The third appendix is the Activity Summary Sheet which should be made available to each student for the concluding activity.

Appendix 1:

A. Questions for Consideration

Excerpts from the following:

B. "Is Japan Back?"

C. "A Nation of the World"

D. "Job-Hopping" vs. "Company Loyalty"

E. "Steering Japan Through a Difficult Transition"

F. "Emerging Themes in Japan-U.S. Business Relations"

G. "The End of Participation Prosperity"

Appendix 2:

A. Questions for Consideration

Excerpts from the following:

B. "Are 'Lifetime Employment' and Seniority Endangered?"

C. "Companies Cast Their Recruitment Nets Wider"

D. "More Now Consider a Rural Lifestyle"

E. *Head to Head*

Appendix 3: Activity Summary Sheet

PROCEDURE

A. Divide the class into groups of *four* students each.

B. Assign one-half of the groups Appendix 1 and the related questions. Assign Appendix 2 to the other half.

C. Each group should work together to read the materials assigned to them and to collaborate on the answers to the questions.

D. After they have completed their group assignments, the "jigsaw" method should be utilized. Form groups of *four* students each, made up of two members who worked with Appendix 1 and two members who worked with Appendix 2. Do not allow any students to be working with anyone from their original group. This will ensure that each member will make a contribution independent of any other group member.

E. In their new groups they should share their questions and answers to discover areas of agreement and/or disagreement where appropriate, and to develop answers for the Activity Summary Sheet.

F. Class discussion of the Activity Summary Sheet and any other major points should follow. The Activity Summary Sheet itself should be turned in by each group of four students.

G. A concluding written assignment related to the Activity Summary Sheet should be given to allow each student to express his/her own ideas concerning the issue(s) involved.

H. In summary: students are responsible for: a) their original group answers, b) the written answers to the Activity Summary Sheet, and c) the written assignment in procedure G above.

ASSESSMENT

- Teacher evaluation of class discussion, students' answers to the assigned questions, the Activity Summary Sheet, and the student written assignment, as well as the nature and the quality of questions raised by the participants.
- An oral or written self-evaluation of the value of the activity by the students.

EXTENSION AND ENRICHMENT

- Research and discussion about what may be going on relative to the same topics in other major industrial or developing nations.
- Simulation of labor-management discussions related to the topics of "lifetime employment" and "shared benefit" as they might apply to the U.S. economy. Who might benefit most, labor or management?

SUPPLEMENTAL RESOURCES

Calder, Kent E. *Strategic Capitalism: Private Business and Public Purpose in Japanese Industrial Finance.* Princeton, N.J.: Princeton University Press, 1993.

Christopher, Robert C. *The Japanese Mind.* New York: Fawcett Columbine, 1983.

Japan 1997: An International Comparison. Tokyo: Keizai Koho Center (Japan Institute for Social and Economic Affairs), 1996.

Japan - U.S. Economic Handbook. Tokyo: Keidanren, 1996.

Japan Update. Tokyo: Keizai Koho Center, 1996.

Lincoln, Edward J. *Japan's New Global Role.* Washington, D.C.: Brookings Institution, 1993.

Nariai, Osamu. *History of the Modern Japanese Economy.* "About Japan" Series no. 2. Tokyo: Foreign Press Center, 1994.

Schlossstein, Steven. *Trade War: Greed, Power, and Industrial Policy on Opposite Sides of the Pacific.* New York: Congdon and Weed, Inc., 1984.

Thurow, Lester. *Head to Head: The Coming Economic Battle Among Japan, Europe, and America.* New York: Warner Books, 1992.

APPENDIX 1a
QUESTIONS FOR CONSIDERATION

ANSWER THE QUESTIONS RELATED TO EACH OF THE FOLLOWING READINGS IN APPENDIX 1:

"Is Japan Back?" (Jeffrey Bartholet)

1. What is "lifetime employment," and what is expected from the employer or employee in return?
2. Make a list of some of the traditional Japanese values or priorities (e.g. "seniority has priority over merit"). Explain what each means and how each might be changing.

"A Nation of the World" (Michael Hirsh)

3. Explain the meaning of the following sentence: "Many Japanese seem to realize they must be 'of' the world and not simply 'in' it."
4. Explain: "integrated globally," "multinationalization of Japanese companies," and "seniority."
5. What change is taking place in the seniority/merit (seniority/performance) relationship?

"Job-Hopping" vs. "Company Loyalty"

6. Describe what "job-hopping" and the "merit system" are, and explain how they break with traditional business practices.
7. List the advantages and disadvantages of "job-hopping" to both employees and employers.
8. Do you think "job-hopping" favors the employees or their employers?

"Steering Japan Through a Difficult Transition"

9. Describe one corporate change discussed by Katsuhiro Utada.

"Emerging Themes in Japan-U.S. Business Relations"

10. Compare the traditional Japanese view of stockholders with the newer view.
11. How does the Japanese view of workers differ from the U.S. view of workers?
12. What is the purpose of downsizing and how does the Japanese view of it differ from the U.S. view?

"The End of Participation Prosperity"

13. Explain what the author means when he uses the terms "participation prosperity" and "shared benefit."
14. What do you think the author means when he refers to "participation prosperity" or "shared benefit" as an unwritten social contract?
15. How is that contract being broken?
16. In what way is the consumer an "accomplice in the death of participation prosperity?"

EVALUATION OF YOUR WORK WILL BE BASED ON THE FOLLOWING:

A. Your written answers to the questions above. (first group activity)

B. Your completed Activity Summary Sheet (second group activity)

C. The nature and quality of your class discussion and the quality of questions/issues raised by you during discussion

D. Your concluding written activity

APPENDIX 1b
EXCERPTS FROM "IS JAPAN BACK?"

by Jeffrey Bartholet (with Hideko Takayama in Tokyo). From *Newsweek*, International Edition, July 8, 1996, pp. 40-42.

. . . It was in the Meiji period, a century ago, when Japan's rulers launched a head-on charge to "catch up" to the West.

Japan did catch up, but the fear now is that the country is neither flexible nor creative enough to be a leader in the century to come. Traditional Japan ensured lifetime employment and demanded fierce company loyalty, where seniority had priority over merit and the corporation had precedence over the individual. Consumers paid high prices at home in order to fill the war chests of corporations fighting for greater market share abroad. Harmony was valued more than ingenuity. Job performance mattered more than family. The whole society was geared toward one goal: flawless assembly lines. Yet increasingly, Japanese believe that's not enough, that Japan needs the stimulating effects of greater competition.

The old system is just starting to come undone. The Labor Ministry released a survey of 6,000 corporations last week showing that 50.5 percent did not favor the lifetime-employment system anymore, an increase of 10 percent from a survey done three years ago. Another recent poll revealed that 60 percent of Japanese adults would not rule out switching jobs. Ever so slowly, the regulations that enforce groupthink and discourage individual initiative are being stripped away. (pages 40-41)

. . . Indeed, more and more Japanese . . . are familiar with the way things work abroad. They don't buy into the old philosophy of "what's good for Japanese corporations is good for me." The number of Japanese students studying abroad last year was 165,257, nearly triple the 1987 figure. And the number of Japanese who travel overseas has more than tripled over the past decade. That can only help to make the Japanese more savvy in their approach to the outside world. And it helps the world to get to know the Japanese. That's all to the good. If the world can drop the image of Japan as fearsome *samurai*, everyone wins — in Japan and out of it. (page 42)

APPENDIX 1c
EXCERPTS FROM "A NATION OF THE WORLD"

by Michael Hirsh. From *Newsweek*, International Edition, July 8, 1996, p. 43.

. . . A humbling recession has brought home the realities of Japan's global interdependence. Many Japanese seem to realize they must be "of" the world and not simply "in" it. Japan, now a giant player in world markets, knows it would provoke outrage if it tried to export its way to full recovery.

. . . For most of what is considered its modern era Japan has never really had a normal relationship with the rest of the world. It has swung between extremes. Now there is finally a degree of equilibrium. Japan is clearly *integrated* globally to a degree it never achieved before. The multinationalization of Japanese companies is irreversible, and Asia, under their influence, has happily become a true "Co-Prosperity Sphere."

. . . Just as important is Japan's newfound humility — the "Japanese way" of management is, increasingly, getting replaced by a global amalgam of styles. Japanese execs are displaying a U.S.-inspired anxiety about rates of return, for example, and are starting to pay for performance, not just seniority.

APPENDIX 1d
"JOB-HOPPING" VS. "COMPANY LOYALTY"

Excerpts from Discussions with Japanese Business Representatives

Question: Is "job-hopping" a major problem?

Answer: (A representative of Tokio Marine): Japanese employees are not an exception to the world trend. There is a gradual change taking place. There are many more "job-hoppers" than before. Even new employees apparently prefer their private lives to company loyalty. It is an issue of loyalty. Some compensation and hiring changes reflect the situation. First, the portion of compensation based on seniority is diminishing while that based on production/ability is increasing. Second, some companies are getting away from the once-a-year "welcome" of new employees coming directly from universities. During the period between 1989-1992. There was a great increase in "job-hopping" because the economy was strong. From 1992-1996, it was less of a problem because the economy was slow. It has not been a problem with our company because we make a special effort to satisfy our employees.

Question: Is there a generation gap among Japanese businessmen?

Answer: (Mr. Yamazaki): Not really; you can't generalize. Some older men are more stubborn and resistant to change, but some are not.

(Mr. Nishikawa): Senior employees are more loyal; they get paid more even if they're not very productive. The younger employees are less focused on "loyalty" and they want to do what they want to do. The Bank of Japan has partially introduced the merit system. Some companies are based entirely on the merit system, but very few. But from a corporate standpoint, the merit system may encourage "job-hopping." How will the corporations attract and keep good workers? "Job-hopping" is not general in the Japanese economy, partly because of business conditions, but also because corporate structure does not encourage it. (Many "job-hoppers" are not given full-time or permanent positions with many companies — they do not enjoy the full benefits or the security of many other employees.)

APPENDIX 1e
"STEERING JAPAN THROUGH A DIFFICULT TRANSITION"

Katsuhiro Utada interviewed by Junichiro Suzuki. *Japan Update*, May 1996, p. 4. Reproduced by permission of the Keizai Koho Center, Tokyo.

...Managers and employees have devoted themselves to improving corporate performance, never questioning what they were doing. We were taught that the company's continued existence was all that counted. But today we're being asked what our company does for society and whether it's really indispensable. This is a question not of staying alive but of raison d'être.

I might add that whereas most Japanese managers and employees invariably speak of "my" company or "our" company, the annual reports Western firms send out to shareholders refer to "your" company. Stated simply, my own conclusion is that neither "my" or "your" is adequate, that we need a concept located mid-way between these two perspectives. For Japanese management to pass muster in the international community, it must satisfy the accepted standards for transparency, fairness, and soundness.

APPENDIX 1f
"EMERGING THEMES IN JAPAN-U.S. BUSINESS RELATIONS"

Minoru Makihara interviewed by Junichiro Suzuki. *Japan Update*, July 1996, pp. 2-3. Reproduced by permission of the Keizai Koho Center, Tokyo.

...In the United States, companies are under the sway of their stockholders. In Japan, companies answer first of all to their employees and then to their shareholders, and they place all this in the context of societal needs. Japanese shareholders were traditionally seen as silent partners who refrained from interfering as long as the company was growing. But that era has passed. At Mitsubishi Corp., the profit criterion we are targeting is ROE, the rate of human return on shareholders' equity.

Where Japanese and American managers part ways is, I believe, in the treatment of workers. In the United States, employees take a back seat. The recent revival of the American economy was accomplished in the midst of moves to lay workers off and make companies smaller. But I myself wouldn't do that, nor do I think one should. We Japanese managers see our employees as a crucial asset. I have a feeling that a backlash against downsizing is developing in the United States and that Americans are starting to see that there are limits to this method, although it is noteworthy that U.S. unemployment has not risen so far, which is a tribute to the size and depth of the U.S. economy.

In the United States, there are many approaches to downsizing. Some firms help the employees they want to lay off find new jobs, perhaps even providing them with training; others give such matters little thought and just hand out pink slips. Among the managers of blue-chip companies, the view one often hears these days is that current practices may lead to trouble over the long run. Specifically, wage differentials may grow wider, and insecurity may increase.

APPENDIX 1g
"THE END OF PARTICIPATION PROSPERITY"

by Jonathan Annells. *Japan Update*, July 1996, p. 18. Reproduced by permission of the author and the Keizai Koho Center, Tokyo.

Nineteen ninety-five may have been Japan's "annus horribilis," to paraphrase Queen Elizabeth II, with the Kobe earthquake and the Tokyo sarin attack, but 1996 marks the end of an era. The old adage that what is good for Toyota is good for Japan no longer holds true. The reality of economic well-being as a universally shared benefit—**participation prosperity**—has gone, and increasingly, survival of the fittest is taking over. The behemoths of Japan Inc. are profiting by directly imposing hardship and sacrifice on the smaller and weaker.

The benighted Japanese consumer has long been fleeced by Japan's big companies, but at least everyone understood that paying high prices helped to keep many people in unproductive jobs. And the claim that the nation as a whole gained from the self-denial of personal interests was demonstrably true, since both Japan's GDP and per capita incomes rose meteorically until the 1990s.

That dedicated pursuit of a common goal has led many an outsider to comment only half-jokingly that Japan is the most successful communist state in the world, but it is an attitude that by far predates political ideology. The notion of shared benefit—the fundamental concept of community, society, and even civilization after all—was realized in Japanese villages in the sharing of property, crops, and agricultural tools.

Now that unwritten social contract is broken. Unemployment is at a postwar record high of 3.4%, and there is a hitherto unknown fear for job security. The hierarchical structure of dependency and shared benefit—always an inverted pyramid in terms of size and profit—is being dismantled by the multinational car and electronics manufacturers, which are shifting production increasingly offshore to assure their own prosperity while, at the other end, squeezing price cuts from their ill-equipped, smaller Japan-based suppliers. "The hollowing out of industry is destroying the small companies that have been called the source of the strength in the Japanese economy," noted the Economic Planning Agency after a January survey of 1,993 listed companies.

The Bank of Japan and the EPA assert that recovery is underway, but for the first time, it is not shared by all. Politicians, economists, and pundits preach salvation by deregulation, and while that is probably the case, the subtext is "no pain, no gain" for the lower corporate orders. It may be true that doing away with mom and pop shops will be good in the long run because it will result in cheaper prices for consumers, but that is of precious little comfort to mom and pop, who are now out of business.

But it is not just Japan's manufacturing giants who have moved the goal posts. The banks have been buffered from the consequences of their follies during the bubble. The money they have used to write off their bad-debt problems has come partly from profits swelled by the wider spread interest paid on customers' deposits and interest charged on loans in what economists call a "transfer of value" from the lender—the individual—to the borrower.

Blame for that must lie with the government and Bank of Japan, which are more concerned with the recuperative benefits of all-time low interest rates for banks and companies than with the concomitant damage to the livelihoods and pensions of millions of Japan's increasingly aged citizens.

But the consumer, too, is an accomplice in the death of participation prosperity, for the consumer's rational but selfish behavior in wanting cheaper prices means that the interdependency that is the foundation of shared benefit has been undermined.

Japanese society—much like the West—can no longer advance to ever-increasing prosperity without some sectors being hurt in the process.

—The author is a freelance Tokyo Correspondent for the *London Evening Standard* and a stringer for the *Sunday Times*.

APPENDIX 2a
QUESTIONS FOR CONSIDERATION

ANSWER THE QUESTIONS RELATED TO EACH OF THE FOLLOWING READINGS IN APPENDIX 2:

"Are 'Lifetime Employment' and Seniority Endangered?" (Lucien Ellington)

1. According to Lucien Ellington, what does "lifetime employment" mean?
2. Why is "lifetime employment" practiced? What is it expected to accomplish?
3. What are the advantages of "lifetime employment" to: a) labor, and b) management?
4. Why has it caused some problems, and what are some of the problems it has caused? What are some of its disadvantages?

"Companies Cast Their Recruitment Nets Wider"

5. Describe the traditional Japanese way of recruitment and hiring, and point out how it is changing.
6. Do you think the workers or the companies will benefit most from the changes in recruitment and hiring practices? Explain and support your choice.
7. Why is it important to consider the hiring of more recruits in mid-career?

"More Now Consider a Rural Lifestyle"

8. Describe the changes that are taking place in traditional employment practices in Japan, and list some reasons for those changes.
9. How is the breakdown of traditional employment practices in Japan related to the movement to a rural lifestyle?
10. What effect could these changes have on rural areas?

Head to Head, by Lester Thurow

11. Explain the importance of having a central core group of experienced workers. How does it help achieve group success?
12. When joining their "lifetime company" what does the worker expect in return for his/her loyalty?
13. Describe the difference between the U.S. and Japanese bonus systems.
14. Describe the difference between the U.S. and Japanese beliefs concerning the sources of, or reasons for success.

EVALUATION OF YOUR WORK WILL BE BASED ON THE FOLLOWING:

A. Your written answers to the questions above (first group activity);

B. Your completed Activity Summary Sheet. (second group assignment);

C. The nature and quality of your class discussion, and the quality of questions/issues raised by you during discussion;

D. Your concluding written activity

APPENDIX 2b
"ARE 'LIFETIME EMPLOYMENT' AND SENIORITY ENDANGERED?"

Excerpt from "Japan's Economy: 21st Century Challenges" by Lucien Ellington, *Japan Digest*, 1995. Reproduced by permission of National Clearinghouse for United States-Japan Studies, Bloomington, IN.

Japanese "lifetime employment" is a 20th century innovation. The first experiments with the concept occurred in the years preceding World War I. A few Japanese companies, in an effort to retain workers, began guaranteeing permanent employment in exchange for loyalty. After World War II, large numbers of Japanese companies began to adopt so-called "lifetime employment." Analysts of the Japanese economy often use quotations with the term "lifetime employment" because only about one-third of workers in the private sector enjoy this benefit. These workers are usually male and are employed in large companies.

While not as wide-spread as foreigners believe, the impact of "lifetime employment" should not be underestimated either. Even Japanese companies that do not practice permanent employment are more reluctant to lay off workers than U.S. or British firms.

There is no question that "lifetime employment" is one of the reasons for Japan's postwar economic rise. Large companies that utilized this practice were assured of a stable workforce. Also, because the fortunes of workers with permanent employment were tied to the company, employers were also confident that for the most part their workers would be loyal and hard-working. Perhaps even more importantly, employers who utilize permanent employment practices enjoy a tremendous education and training advantage compared to either domestic or foreign competition. Since in large companies management has been confident that many employees will still be with the company long into the future, a strong incentive is present to spend a substantial amount of time in education and training.

Despite its past advantages, there is mounting evidence that "lifetime employment" practices are a reason why the Japanese economy now faces long-term problems such as stagnant productivity growth rates and high costs.

While the official Japanese unemployment rate is under 3%, a Sumitomo Research Institute report estimates that the real rate would be over 6% if workers who make little or no contribution to their companies were taken into account. A recent survey of Japan's ten largest companies indicated that every one of these corporations reported significant numbers of workers who were no longer needed, but, were still retained because of "lifetime employment." The range of surplus workers in each com-

pany varied from a low of 5.4% to Nissan's whopping 26.7%. Japan could afford the luxury of unneeded employees when there was little international competition, but, as mentioned earlier, the competitive situation has intensified significantly. Japanese companies that are burdened with employees they can't layoff are facing costs that cause great disadvantage in international competition. In early 1994, long-time Japanese industrial leader, Toyota, while not ending permanent employment for new workers, became the first large company to create a class of college-educated workers who would be hired without the guarantee of permanent employment. While the Japanese will probably retain more of a commitment to so-called "lifetime employment" than is the case in other capitalist countries, many expect corporate leadership to greatly modify the practice in order to better compete.

The seniority system, through which employee pay is based upon years of service, is closely related to permanent employment. Throughout the economic boom years characterized by heavy manufacturing, the seniority system was good for the Japanese economy. It helped to insure individual long-term commitment to a company. Now that Japan is moving toward high-tech and service industries, serious questions are being raised about the value of the seniority system.

While encouraging loyalty and hard work, the seniority system tends to discourage innovation and risk-taking, the very qualities that are vitally needed in high-tech and service industries. Studies of promotion in Japanese companies illustrate that those who don't fail at tasks tend to get promoted. Employees who are willing to take risks are generally not rewarded. In quick-changing high-tech industries such as computer software, telecommunication, and pharmaceuticals, a workforce with a critical mass of risk-takers is essential. Business environments that simply reward those with the most experience are not conducive to the creation of innovators and risk-takers. Japanese business leaders are examining ways to reward workers based on merit instead of seniority.

Barring a major catastrophe such as war, Japan will still be an economic superpower for the foreseeable future. Still, such practices as extensive government regulation of industry, permanent employment, and the seniority system, will likely undergo substantial modifications as Japan enters the next century. While deregulation and modification of long-time employment practices is no easy task, the Japanese are capable of devising positive solutions to these structural economic problems. Throughout history adaptability is perhaps one of the most impressive aspects of Japanese culture. The next few years will certainly put that adaptability to the test.

APPENDIX 2c
"COMPANIES CAST THEIR RECRUITMENT NETS WIDER"

Japan Update, July 1996, pp. 12-13. Reproduced by permission of the Keizai Koho Center, Tokyo.

Japanese companies are diversifying their recruitment methods. Traditionally, large companies and many smaller ones as well had but one door through which ordinary recruits could enter. It was opened only in the spring, and it was accessible only to young people fresh out of school, with preference given to the graduates of famous universities. But corporations in increasing numbers are now signing up workers in other seasons as well, hiring more people in midcareer, and downplaying the educational background of applicants. Many are also offering more career options to attract and groom talented young people.....

The Ito-Yokado group, a leading supermarket chain, provides an example of the new thinking. In 1995 it added a fall hiring season to its recruitment schedule, and it also invites applicants other than new graduates. By hiring in the fall it gives a second chance to people who fail to land jobs in the spring, and by accepting recruits in mid-career it can secure talented personnel with the experience to make immediate contributions. Now that the procurement of foods has gone global, moreover, Ito-Yokado is enthusiastic about drawing in both non-Japanese and Japanese who have studied abroad.

APPENDIX 2d
"MORE NOW CONSIDER A RURAL LIFESTYLE"

Japan Now, August 8, 1996, p. 4. Reproduced by permission of the Japan Information and Culture Center, Washington, DC.

A growing number of people are leaving Japanese cities in search of a better life in the country. The mini-migration, which has gathered force over the past few years, has been named "I-turn," to contrast with an earlier phenomenon called "U-turn." The difference is that the current flow does not represent a backtrack to hometowns, as was the case with the U-turn, but a single-directional push out of urban areas.

Hoping to lure urban white collar workers to farming occupations, the Ministry of Agriculture, Forestry and Fisheries recently established eight agricultural vocational schools in Tokyo, Nagoya, and Osaka. The curriculum features a basic course on farming that meets once a month for half a year, and a course on methods for cultivating specific crops that meets four times a month for a quarter of half year.

The schools have proved immensely popular among people from all walks of life, from young men and women to middle-aged businesspeople and homemakers. Total enrollment is already 2,000. Students comment that the schools have made farming an option for them, even though they live in a city.

Meanwhile, in May about 4,000 people, many of them young, turned out for a "U-turn, I-turn Employment Fair" in Tokyo organized by an employment company. About 200 small-town firms were there to distribute corporate brochures and employment applications, but the real focus of attention were the booths for farming and dairy farming. Among the people gathered there, some explained their interest in farming as an escape from the rigidities of a job in the city, and others said they wanted to be near nature.

At the end of 1995 the National Institute of Japanese Islands, composed of island cities, towns, and villages, organized a fair in Tokyo to provide information on settling in the country's outlying islands. The two-day event drew an estimated 9,000 people and prompted the creation of an organization for people interested in such a move. In the short time since its inception, 660 people have registered as members.

In response to the burgeoning interest in country life, depopulated cities, towns, and villages have hammered out policies aimed at encouraging urban dwellers to relocate. In the fiscal year ending last March, 469 subsidies for constructing homes or outright offers of housing in these areas and 285 employment-related subsidies were made available, according to the National Land Agency. The number of people receiving such subsidies has shot up four- to six-fold in two years.

Behind the recent popularity of life in the country is the growing concern about preserving the environment, a desire to be near nature, and a heightened concern about maintaining health. However, an equally important factor is the growing belief that life in the city is not worth putting up with for the sake of a job. One of the main reasons for this is the deterioration of employment opportunities in the wake of the post-bubble recession. Because of the caps companies have placed on new hiring, a growing number of young people have not been able to find work. According to a Ministry of Education survey of students graduating from junior college and universities and looking for work, 10.6 percent, or 76,000, had still not found a job as of March 1, just before graduation. This was 4,000 more than the preceding year.

The breakdown of traditional employment practices is another factor. The Japanese employment system, distinguished by such policies as lifetime employment and seniority-based pay, set the stage for the post-World War II period of rapid expansion. However, slowing growth, an aging population and a stronger yen have caused personnel costs to spiral, thereby eating away at profits. Faced with this situation, firms have been forced to reexamine their employment systems, and the upshot has been the spread of early retirement incentives, the increasing elimination of age-based pay raises, and a growing move toward downsizing. And this in turn has shaken the belief that security lies in working for a big company in a big city.

Meanwhile, depopulated towns and villages have realized the limits of their revitalization policies, which until now have been aimed at bringing back residents who moved to the cities. As a result, they have shifted toward welcoming all people, regardless of whether they are from the locale or not.

Such trends have had the combined effect of increasing the flow of people from the cities to the country. However, only time can tell whether the flow will turn into a flood. A desire to take refuge from the city and live in an idyllic country setting does not guarantee success. A host of issues confront the I-turn crowd in their new homes, including job satisfaction, adequacy of income, and not least of all, whether they like and can win acceptance by the local community.

APPENDIX 2e
EXCERPTS FROM *HEAD TO HEAD*, pp. 139-41.

by Lester Thurow. Published in New York by Warner Books, 1992. Reproduced by permission.

Successful armies know the value of a central cadre of experienced troops. Armies continually need new blood and new recruits, but they need a core of committed, trained troops. The employment guarantees made to a core group of workers by Japanese firms goes far beyond those given to the temporary workers on the fringe of the firm and is in accordance with military practice.[1] Turnover is limited to maximize training and experience, to promote bonding, and to increase the willingness to sacrifice oneself for the good of the group....

In Japan the ceremony that new employees participate in when joining their lifetime company is in fact very similar to that of baptism (joining the Empire of God) or giving allegiance to medieval lords. Leaving the Kingdom of God or a Japanese company is viewed as "treason."[2] Loyalty is to be given by the employee in exchange for the security to be given by the firm. As stated by a Japanese business publication, "the majority of new recruits would appear to subscribe to the old proverb, 'Search out a big tree when you seek shelter.'"[3] One becomes part of a group that has a bigger purpose than simply raising one's own individual income....

Following army practice, in the first year of employment in Japan, the company indoctrination process occupies a substantial amount of time. Management believes that the firm that best succeeds in bonding its employees to the company will simply have more reserves of goodwill, which in turn will create a work force more willing to make short-term sacrifices than those who cannot bond their employees to them. In contrast, U.S. firms make very little effort to indoctrinate their employees....

Bonus systems are also different. The American bonus system is keyed to rewarding individual performance, while the Japanese system is keyed to stimulating teamwork....

In one system success is believed to flow from a skilled team; in the other system success is believed to flow from individual brilliance.

[1]Paul Drugman, "Japan is Not Our Nemesis," *NPQ*, Summer 1990, p. 45.

[2]National Institute of Economic and Social Research, *National Institute Economic Review*, no. 90 (November 1979): 23. Ibid., no. 132 (May 1991): 23.

[3]Council of Economic Advisers, *Economic Report of the President, 1991*, p. 339.

APPENDIX 3
ACTIVITY SUMMARY SHEET

On the *left* side list the traditional methods used, and ideas held, by Japanese businesses in such areas as: recruitment, hiring, job security, compensation, role in the world economy, the treatment of their stockholders, or any other significant values or priorities. On the *right* side list the ways in which those things are *changing*.

TRADITIONAL	CHANGES

On the *left* side list some Japanese views of how businesses should be run. On the *right* side list some U.S. attitudes regarding how businesses should be run.

JAPANESE	U. S.

(continue on back if needed)

TOPIC

Culture and Art of the Word: Calligraphy and Graphic Design in Japan Today

by Anne Murphy
Seattle Asian Art Museum, Seattle, Washington

NCSS STANDARDS – THEMATIC STRANDS:

I. Culture

c. explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.

II. Time, Continuity, and Change

c. identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, and others (including the development of writing and art).

IV. Individual Development and Identity

a. relate personal changes (and personal expression) to social, cultural, and historical contexts;

e. identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives (as expressed in art).

INTRODUCTION – PURPOSE/RATIONALE

This lesson will allow students to examine a traditional art form in Japan—calligraphy—and determine its relevance in Japanese society today. The lesson, therefore, will provide insight into Japanese culture and how it has continued and changed in the modern period. Students will be introduced to artistic ideas and techniques as well as to the cultural and social context of the arts. This is not intended to be a thorough introduction to the art of calligraphy; resources will be suggested for the teacher interested in pursuing more intensive study of this tradition. Instead, calligraphy is explored as a social and cultural art. Students will briefly practice both traditional calligraphy and graphic design, using Japanese characters known as *kanji,* and will examine what each art form tells about the culture which created it. Students will then view print media from Japan and their own country with a critical eye and determine how words and style convey cultural meaning.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

Designed to be an art-based lesson within a social studies, Asian studies, or history curriculum. For middle school; adaptable for high school and upper elementary.

OBJECTIVES

Knowledge – Students will:

- understand the importance of calligraphy as an art form in Japan.
- describe the ways calligraphy and other writing can express emotions and personality.
- compare traditional calligraphy and graphic design techniques and articulate the basic differences between them.
- evaluate the art of writing to learn about culture and tradition.
- describe and analyze some of the tensions between the "traditional" and the "modern" in Japan and in the students' own country.

Attitude – Students will:

- appreciate the importance of calligraphy in many different cultures.

Skills – Students will:

- express themselves artistically and creatively by writing words in two different styles: (1) Japanese calligraphy and (2) graphic design.
- compare and contrast styles of writing and analyze line, form, and color to determine the expressive quality of writing.
- write using different media: pencil, paint, ink and brush, and recognize the differences between the works produced with these materials and their expressive qualities.
- critically analyze the roles of calligraphy and graphic design in both Japan and the home country and make connections to cultural changes and continuities in both countries.
- collect and analyze examples of print media from different sources which use writing style to create cultural meaning.
- relate art to the social and cultural context which forms it.

TIME ALLOTMENT

This lesson would work best within four class periods with added time for extension activities. The final project is intended to be done outside of class time.

RESOURCES NEEDED

- paper for (1) creating name banners
  (2) calligraphy exercises
  (3) graphic design, perspective exercise
  (4) butcher block paper for making class lists or responses and discussion
- print media – various sources (Students can collect, but teacher should provide some interesting examples.)
- brushes and ink – type can be flexible for this limited exercise. (If more extensive study of calligraphy is undertaken, specific tools will be required. See Teacher Resource List for ideas.)

- pencils, paint, crayons, pen and ink (various methods can be used to create perspective drawings.)
- copies of Appendices 1-6 for each student, for small groups, or for whole-class use

  Appendix 1: The History and Culture of Calligraphy in Japan

  Appendix 2 (A and B): The *kanji* for (A) school and (B) love

  Appendix 3: Examples of Calligraphy

  Appendix 4: Pictures of School Children in Japan Practicing Calligraphy and Graphic Design

  Appendix 5: *Kanji* Using Graphic Design Techniques

  Appendix 6: Examples of Print Media from a Newspaper in Kobe, Japan

PROCEDURE

A. How do the students express themselves and their personalities in writing? Discuss as a group, or break into small groups and brainstorm. This exercise can be done as a fun afternoon activity, as a lead-in into the following days. Gather as a group to make and share a class list. Introduce the idea of the art of writing which many cultures have developed, such as in European illuminated manuscripts and Islamic art. If possible, show students examples of different types of writing systems: Hebrew, the Cyrillic alphabet, the many systems used in India, Arabic, Chinese, Korean, etc. Have students think about writing and its expressive nature and create banners of their names, preferably ones which would hang vertically. (This foreshadows later exploration of Japanese.) Ask students to try to evoke a certain style or time period through their banners, as well as express aspects of their personality.

B. Break into small groups to discuss the banners and how they express each student's ideas of him/her self. Gather as a group and introduce details on the art of calligraphy in Japan. This can be presented as lecture or reading assignment, using Appendix 1; comprehension should be checked through discussion. If possible provide examples of calligraphy. Use Appendix 3, which features pictures of calligraphy both modern and traditional. Discuss the aesthetics of calligraphy, including the importance of the quality of the brush line and its expressive nature, the way ink can be used with varying amounts of water to give complex tones. Spontaneity, expression, and creativity should be emphasized. Students should create *kanji* with a pen and also with ink and brush, and compare the two methods. How does brush work differ from how a pen or pencil line looks? What are the distinguishing marks of the brush? Discuss how personality can also be expressed through line and movement of the brush. Students should use brush and ink to create their own versions of the two *kanji* characters, using Appendix 2 (A and B). For a more extensive exploration of calligraphy, use the many teacher resources which already exist; some of these are listed under Supplemental Resources. Other ideas for extending this are listed under Extension and Enrichment.

C. What do the students know about Japan? Discuss how Japanese culture has changed a great deal in the last 100 years, although many aspects of Japanese culture have been retained for centuries. For example, people do not wear kimono in everyday life anymore, although they do wear them to celebrate special occasions and festivals. The Japanese writing system can be written a number of ways, not just with brush and ink. With the advent of movable type, a specific printed style emerged. In advertising and on signs, a very different style is used than the one employed for traditional calligraphy. Students in Japan today learn both traditional calligraphy and graphic design. Show Appendix 4. Discuss the importance of maintaining the tradition, as well as adapting to new forms of expression. Students should then take the *kanji* they made and make block versions of them, with the addition of perspective to make them appear three-dimensional. See Appendix 5 for examples. (See the examples of perspective writing in Appendices 4 and 6). Discuss how the different uses of pen, brush, and color affect writing and how it can and cannot express personality and emotion.

D. Summation: Hand out copies of Appendix 6. Students should analyze the ads to see how writing expresses and reflects Japanese cultures today, in both expressing traditional and modern consumer culture. Example (1) expresses a more traditional feel: how does it do this? Students should note how the artist made the characters seem as if they were created with a brush, and should identify the characteristics which show this. Also, note that the text is written vertically and right to left, as Japanese was written through most of history; it is not written horizontally, as much writing is done today. What might the advertising be saying by using these techniques? The ad is for a condominium in *Kamokogahara*, a section of Kobe which is known for being an old part of town with a long history. The second line to the left says "a view of tradition or history". The use of a brush-like style, it seems, is meant to evoke the traditional and historical world the condominium's owners are trying to sell. Example (2) also gives the appearance of being created with a brush through the finish at the end of each line, yet it is written horizontally and therefore breaks from the "traditional" in this way. It is an advertisement for a big summer warehouse sale. Example (3) gives a very common representation of Japanese writing, with perspective to create a dynamic and modern look. Note that the text is written horizontally. The advertisement is for a sale of stocks. The stocks are a very risky venture, and the writing gives the ad a dynamic

and daring look. Students should examine these examples and discuss how advertising and other forms of print media use writing to express culture and meaning. For what kinds of products and services would a more traditional calligraphy style be used? Why? When would it be useful to use a "modern" style? Students should complete the final project on their own, outside of class.

E. Final Project: Students should collect examples of print media from their own country or area and analyze the writing styles to see how they express meaning and culture. What is the advertisement saying through the writing style? What do they want the consumer to believe about their product? Students should make an effort to find as diverse examples as possible. Students should complete this project independently, for display in the classroom.

ASSESSMENT

- Has the student demonstrated an understanding of different artistic approaches to writing, through the two art activities?
- Can the student analyze print media to see how culture is expressed and evoked?
- Can the student analyze print media from his/her own country to determine the cultural and stylistic meaning of writing?

EXTENSION AND ENRICHMENT

- Research the history of Chinese influence on Japan; calligraphy is one example.
- Investigate the role of calligraphy in China and compare it with its role in Japan. Further, students can examine calligraphic traditions in many different cultures, such as Islamic and European cultures. How does the art of writing reflect society, culture, and belief? How does it change over time?
- Teach about the other writing systems of Japan, *hiragana* and *katakana*, and have students create name banners out of *katakana*. Information on these systems are available in Supplemental Resources listed below.
- Investigate other changes in Japanese society as expressed in art and material culture, such as with the kimono. When is the kimono worn now? What does it represent to people? Investigate the history of the kimono, and make connections to how clothing choices have changed in the child's home culture. For many children, this will include an examination of how immigrants adapt to a new culture through dress.
- Interview community members — what artistic and cultural traditions do they think are important and how are they maintained?

SUPPLEMENTAL RESOURCES

Japan: Images and Words: An Interdisciplinary Unit for Sixth-Grade Art and Language Arts Classes. Washington D. C.: Freer Gallery of Art, Smithsonian Institution

Spring Blossoms, Autumn Moon: Japanese Art for the Classroom. A Curriculum Resource Unit. Seattle: Seattle Art Museum, 1989. Reprinted 1992. Available to Washington residents for $38.01 (including tax and shipping) or to non-residents for $35.00 (including shipping) through the Education Department, Seattle Art Museum, P.O. Box 22000, Seattle WA 98122.

Teaching Japan Through the Arts. Available through the East Asia Resource Center, University of Washington. P.O. Box 353650, University of Washington, Seattle WA 98195.

APPENDIX 1
THE HISTORY AND CULTURE OF CALLIGRAPHY IN JAPAN

The art of writing, known as calligraphy, has had a long and important history in Japan. Like other aspects of Japanese art and culture, calligraphy reveals a great deal about the influence of Chinese culture on Japan. Chinese culture has greatly influenced Japan over the last 2000 years, but it was most significant for the history of calligraphy about 1500 years ago. The written language of Japan is based on Chinese, and the spoken language has absorbed a great deal of Chinese as well. Still, Japanese and Chinese spoken languages are very different. Japan's early contacts with Chinese language in the 3rd – 5th century took place at a time when Japan's political and social structures were much less developed than China's. The centralized Chinese government system and large empire impressed Japanese nobles, and they attempted to adopt many aspects of Chinese court culture. Chinese artistic and cultural ideas were also influential.

The Poet Imbue no Tadamine from the handscroll *Jidai fudo uta awase* (Competition between Poets of Differing Eras).
Calligraphy attributed to Fujiwara no Tameuji (1222–1286), Kamakura Period, 13th century.
Fragment of a handscroll, ink and light color on paper.
Thomas D. Stimson Memorial Collection 48.170,
Seattle Art Museum Collection.

Even though Chinese culture and artistic traditions were very influential in Japan, Japanese calligraphy and other arts developed separately from Chinese traditions. The Japanese written language uses Chinese characters called *kanji*. Though directly borrowed from Chinese, many have been simplified and changed in Japanese. *Kanji* are "ideographic": they are drawings which have a specific meaning. Some of the characters have a fairly clear relationship with what they mean. Others are very abstract or represent grammatical elements. The art of writing characters, or calligraphy, was practiced by Chinese scholars, and it came to represent the life and values of a scholar. This art of writing was adopted by the Japanese, as was the writing system itself, and developed in different schools under masters of the tradition.

Kana scripts were developed in the ninth century to provide a simpler system for writing Japanese and to provide a better fit for the spoken language. While *kanji* continued to be used for official writing, *kana* scripts were originally used for more casual writing. Women were particularly important in the development of these scripts, since they did not have to use the formal court language most men adopted. Nowadays, *kanji* and *hiragana*, a *kana* script, are used side by side in everyday Japanese writing, and another *kana* script, *katakana*, is used for foreign words.

There are many variations and styles in calligraphy. One kind is called *ts'ao-shu* in Chinese, or *sosho* in Japanese. This script provided the basis for the Japanese *hiragana* script. Characters can be written in both block style and cursive style, just as English can. The block style is straighter, with sharp angles. The cursive style is much gentler and more expressive. This is also true for English block and cursive styles.

Cursive *kana* and *kanji* are used in the example shown here. The brush strokes in this example, by Fujiwara no Tameuji, reveal how important spontaneity and freedom were in classical calligraphy.

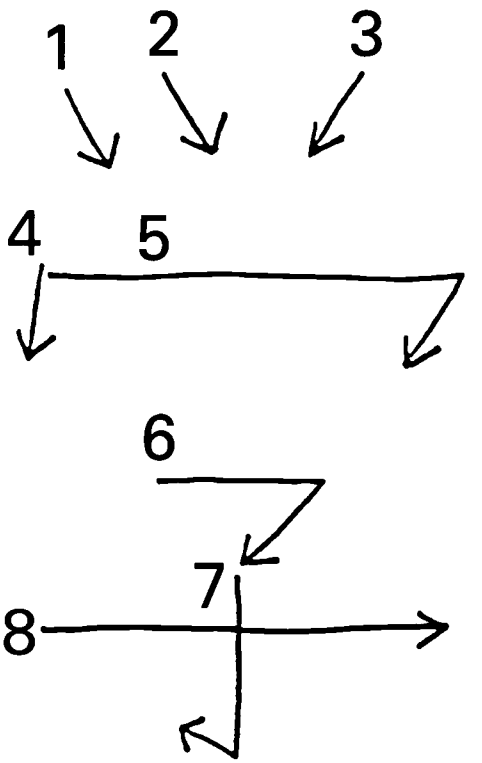
Based on:

Shimizu, Yoshiaki and John M. Rosenfield. *Masters of Japanese Calligraphy: 8th–19th Century.* The Asia Society Galleries/Japan House Galleries.

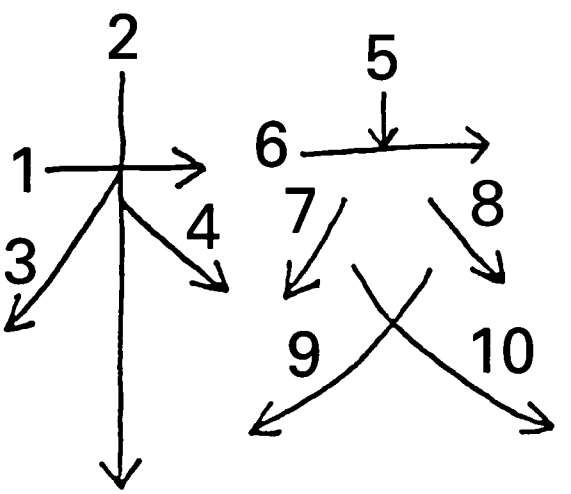
A Thousand Cranes: Treasures of Japanese Art. San Francisco: Seattle Art Museum/Chronicle Books, 1987.

APPENDIX 2A:
***GAKKŌ* (= SCHOOL)**

学

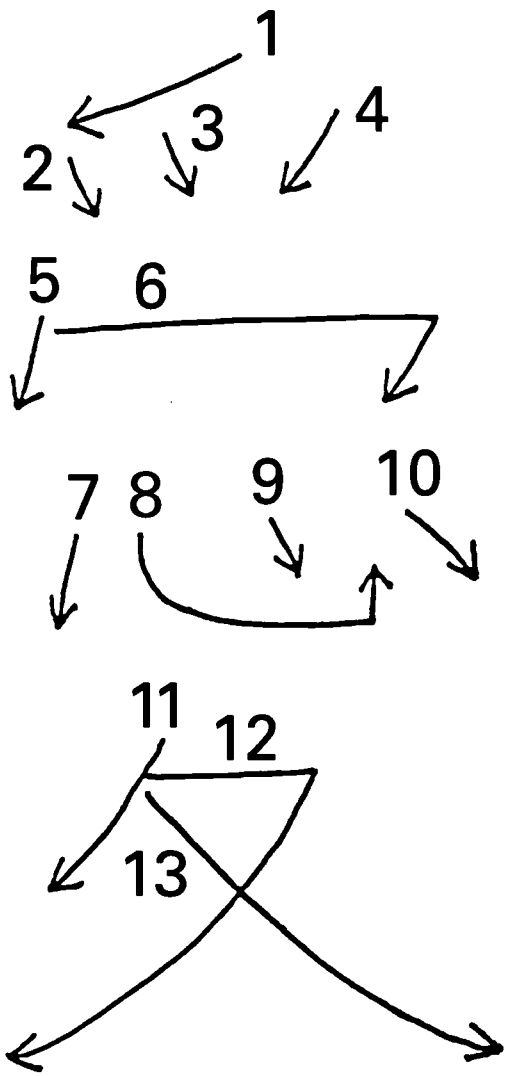


校



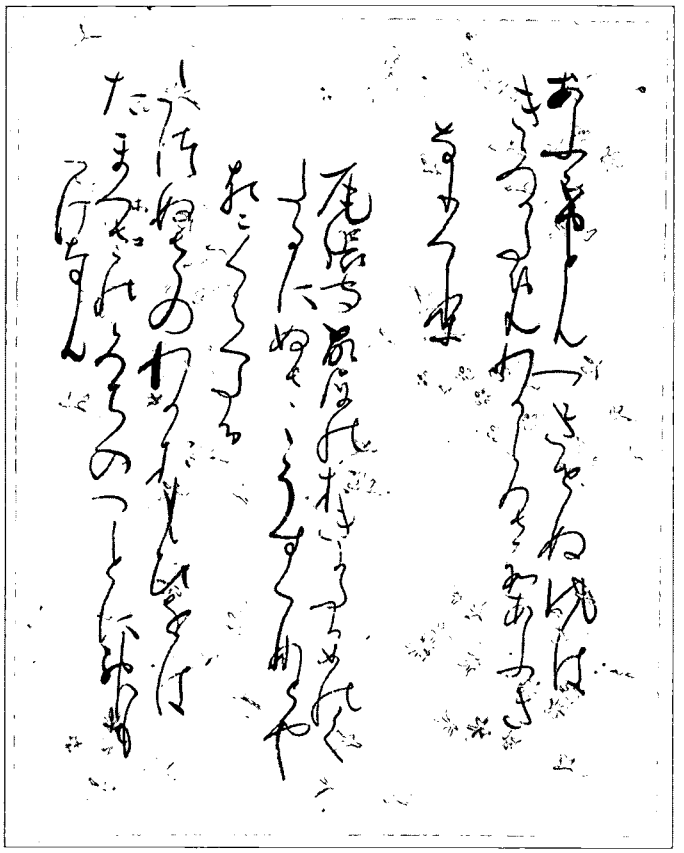
APPENDIX 2B:
***AI* (= LOVE)**

愛



Acknowledgment: *Kanji* Provided by Mami Hirano, Consultant

APPENDIX 3
EXAMPLES OF CALLIGRAPHY



Poems of Ki-no-Tsurayuki. From the *Ishiyama-gire.* Calligraphy attributed to Fujiwara no Sadanobu (1088–1156), Heian period, 12th century. Page from a bound book mounted as a hanging scroll, ink mica, and silver on paper. Eugene Fuller Memorial Collection 51.210. Seattle Art Museum.

Two examples of modern calligraphy, July 1996.

APPENDIX 4
SCHOOL CHILDREN IN JAPAN PRACTICING CALLIGRAPHY AND GRAPHIC DESIGN

Hiroshima City, Japan

Love or "*Ai*"

School or "*Gakkō*"

APPENDIX 6
EXAMPLES OF PRINT MEDIA FROM A NEWSPAPER IN KOBE, JAPAN

1

鴨子ヶ原、伝統の眺め。

神戸の魅力は、何と言っても海を臨む山の手からの景観。
なかでも御影は、豊かな緑とロケーションの素晴らしさから、
古くより欧米人にも愛されてきました。
そして御影の山手、満森山のふもとにひろがる鴨子ヶ原は、
風致地区に指定された環境の良い住宅地。
美しい自然と街並みをいつまでも守り、受け継いでいく伝統の街です。
大きな空のひろがりと降りそそぐ陽光のもと、
原生林の残る高台から、遠く御影の浜までの見晴らしがなによりの贅沢。
この地に新しく誕生する「リーベスト御影」は、
山の手ならではの地形を生かした階段状・低層構造の3棟で構成。
それぞれの住まいから、こころの原風景を描く眺望が展開します。

2

3

TOPIC

Tips for the Business Traveler to Japan: The Importance of Place and Human Characteristics

by Dominick V. Pisa
Millburn Middle School, Millburn, New Jersey

NCSS STANDARDS - THEMATIC STRANDS

III. People, Places, and Environments

g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.

IV. Individual Development and Identity

e. identify and describe ways family, groups, and community influence the individual's daily life and personal choices;

h. work independently and cooperatively to accomplish goals.

V. Individuals, Groups, and Institutions

a. identify roles as learned behavior patterns in group situations such as student, family member, peer play, group member, or club member;

b. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture;

c. identify examples of institutions and describe the interactions of people with institutions;

d. identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts.

INTRODUCTION - PURPOSE / RATIONALE

This lesson focuses on the geographic theme of Place with a particular emphasis on the human characteristics that distinguish Japan from other countries in the world. It requires students to examine the cultural differences that exist today between the U.S. and Japan, and it acknowledges Japan's importance in world commerce as well as the importance of mutual understanding in international business.

Students are presented with a dilemma: a U.S. company is doing business in Japan and is hampered by a lack of understanding of Japanese culture. The students must form expert groups to acquaint themselves with various aspects of Japan's human characteristics and then regroup into consulting groups to review sample cases of the U.S. company to identify problems. Consulting groups must then develop a training brochure for the company's sales force and executives which will bridge the gap between these two cultures.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This lesson was designed for middle school students as a part of a global studies course, although it may be modified for use at the high school level. It primarily addresses the theme of Place from the Five Themes of Geography, and it would be appropriate for any secondary world geography course that is based on these themes.

OBJECTIVES

Knowledge - Students will:

- explain the meaning of the Japanese word *wa* (harmony) and identify its role in contemporary Japanese society.
- describe the ways in which Japanese business practices differ from those of the United States.
- list U.S. customs which may be misunderstood by Japanese business people.
- list four values of Japanese society that influence the daily lives of the Japanese people.

Attitude - Students will:

- recognize the importance of cross-cultural understanding in today's global community.
- appreciate the structure of Japanese society and recognize the role of such values as conformity, loyalty, respect, and harmony.
- understand how human characteristics in Japan influence the daily practices of citizens.

Skills - Students will:

- hypothesize about problems that exist between U.S. and Japanese business people.
- analyze sample cases to identify specific problems based on their knowledge of Japanese culture and practices.
- prioritize various elements which influence cross-cultural relationships in the business world with the purpose of educating future business people.
- prepare a brochure identifying key elements upon which to focus training of international business people dealing with Japan.
- identify strategies which may be used to improve relations between members of both cultures.

TIME ALLOTMENT

3 to 4 class sessions or several more, depending on the extension activities used.

RESOURCES NEEDED

Copies of Appendices 1-7

PROCEDURE

A. Introduce the dilemma by sharing Appendix 7: Dilemma Sheet, with the entire group. Explain that students will serve as a consulting group to report back to the CEO of World Wide Wickets in order to help the company deal more effectively with its Japanese clients. Briefly discuss the importance of cultural understanding in global business and ways in which an international business person may experience difficulty in dealing with people of different cultures.

   The theme of Place within the Five Themes of Geography is a good context in which to base this discussion as human characteristics which have an impact on business dealings will vary from one location to another.

B. Divide the class into four expert groups so that they may become acquainted with one of the four areas involved in the project: 1. *Wa*/Harmony; 2. Time and Decision Making; 3. Communications; 4. Respect and Position. Provide each group with the respective handout (Appendices 1-4) and require them to discuss this information with the intention of becoming experts in their designated area so that they may share with their consulting groups. Two questions may be used to stimulate discussion within the expert groups:

   1) How do these human characteristics differ from those of your own culture?

   2) What possible problems may arise within a business relationship between Japanese and U.S. business people?

   Check on the progress of each group and discuss possible answers to the questions listed above. Require written hypothesis statements predicting possible problems that may exist between members of these two cultures in a business relationship.

C. Reorganize the class so that at least one member of each of the four expert groups is represented in new "Consulting Groups." Once the consulting groups are formed, allow some time for the student experts to explain the information they received in the expert groups. Allow a few minutes for the entire consulting group to make predictions about some of the problems that World Wide Wickets may be having in Japan.

D. Present each of the sample cases (Appendix 5) to the entire group on an overhead or in card form. Allow a few minutes for discussion on each case, asking student experts to analyze the situation at hand and determine what problems have occurred in each interaction that may have contributed to the failure of World Wide Wickets employees in Japan. A teacher-led discussion may follow each sample case in order to identify the nuances and provide feedback to the consulting groups.

E. Distribute Appendix 6: Report to the CEO, and allow student consulting groups an opportunity to work together to provide responses to the questions. Discuss responses with the entire class.

F. Ask students to refer once again to Appendix 7: the Dilemma Sheet to begin their final task, the creation of a brochure which will be used to assist future representatives of World Wide Wickets in their business dealings with Japan. Allow class time for groups to work on prioritizing the information that will be included in the brochure. Appendices 1-6 may be used to assist them in this culminating activity. The brochure itself can be as simple or as elaborate as deemed appropriate by the teacher, and it may include original artwork, photos, pictures, charts, maps, and quotations.

G. Allow consulting groups class time to present their work.

ASSESSMENT

- Is the student able to explain how differences in culture and values may influence the daily interactions of individuals?
- Is the student able to identify the role of conformity, harmony, loyalty, and respect in the daily lives of the Japanese people?
- Is the student able to describe ways in which communication between U.S. and Japanese people may be influenced by a lack of mutual understanding of customs, values, and verbal and nonverbal communications?

EXTENSION AND ENRICHMENT

- Have the students research *bushido* or the code of honor of the samurai warriors to support the hypothesis that Japanese business people hold a similar position and role as the samurai of the Edo period.
- Have students write an essay contrasting Japanese and U.S. societies focusing on conformity, respect, loyalty, and harmony.
- Students may make a video presentation to be used as a teaching tool for U.S. corporations doing business in Japan. They may role play the sample cases or make up cases of their own.
- Develop a questionnaire for a local corporation that conducts business with Japan to define the problems that may exist with their cross-cultural business relations.
- An interesting method of assessment for this lesson is to make the brochure a test. Prepare a skeleton of a brochure with headings and some partial statements for the students to fill in and complete with the knowledge that they have acquired throughout the lesson. The brochure skeleton should be double-sided and can be folded in thirds so that it has six panels. The cover panel can be designed by the student or by the

teachers, and the interior panels may be used to focus on some key areas, such as *wa* or communications.

SUPPLEMENTAL RESOURCES

Salaryman in Japan. Tokyo: Japan Travel Bureau, Inc., 1996.

Shelley, Rex. *Culture Shock! Japan.* Portland, OR: Graphic Arts Center Publishing Company, 1993.

APPENDIX 1
EXPERT 1: *WA*/HARMONY

Japanese society, unlike many Western societies, is based on the ideas of cooperation and conformity. Living in such a densely populated area of the world, the Japanese people have incorporated the idea of harmony. In today's world, *wa* still plays a large role in daily life.

1. **Avoiding Confrontation:** Since harmony is a strong value in Japan, it is not surprising that Japanese people will make every attempt to avoid confrontation in their daily interactions including business, social, and family relationships. Whereas Westerners may feel comfortable asserting their opinions at home or at work, the Japanese seek ways in which individual opinions remain unexpressed so as not to cause conflict.
2. **Working Together:** In the family and in the work place, the Japanese value of *wa* allows people to find ways to work together productively and efficiently. The Japanese value the group much more highly than the individual, and so each person in a group is expected to sacrifice his or her own needs for the needs of the group itself. This works particularly well for Japanese corporations.
3. **Sharing Common Goals:** Working together as a group is made easier by the Japanese tradition of each member of the group accepting the group's goals and working toward them with the rest of the team. Teamwork is vital to Japanese business practices. Individuals also may have goals, but they must never come before the goals of the group. This allows Japanese companies to work more effectively as they compete in the marketplace.
4. **Demonstrating Loyalty:** Another valuable aspect of *wa* is loyalty to the group to which an individual may belong. For a worker in a Japanese firm, this involves words and actions that constantly express one's pride in the company and one's belief in the company's goals. Speaking poorly of a co-worker or criticizing the company to individuals outside the company is considered very poor form.
5. **Conforming to the Group:** *Wa* works well if all members of the group are accepting of one another's differences, but it works even better if there are very few differences within the group. As a relatively homogeneous society, Japanese people have a different feeling about standing out in a crowd than people of diverse societies. The Japanese generally feel more comfortable when all members of a group share many common characteristics and when no individual stands out as being different in some way. Conformity is a force in Japan that allows *wa* to work so well. If few differences exist, then harmony is easily achieved. Japanese people may make decisions which will result in allowing them to blend into their group rather than bringing attention to themselves.
6. **Saving Face or *Kao:*** Just as the individual is encouraged to conform to the group, it is also generally important for the Japanese not to bring negative attention to themselves. When this happens it is called "losing face" because it is associated with embarrassment within the group. Therefore, it is important not to cause someone in a group to be singled out for criticism, since causing someone to lose face is considered poor manners. Saving face is important for a Japanese person who has been embarrassed, and others within the group will try to help the person save face whenever possible. Because of this, Japanese people do not typically act spontaneously or tell jokes about others in the group.
7. **Lifetime Employment:** Whether to the family or to the company, loyalty is an important value of Japanese society. Lifetime employment in Japanese companies promotes loyalty among Japanese employees. Today, however, fewer companies are able to offer lifetime employment.
8. **Seniority:** One indication of loyalty to the company is the amount of time one has worked there. Therefore, age is an important factor in the promotion process. Employees are generally promoted at a rate that is directly proportional to their age; thus, it is unusual for a person to work under a manager who is younger than he or she. This system plays an important role in maintaining harmony among employees within a corporation.

Adapted from *Culture Shock! Japan* by Rex Shelley. This is an excellent publication for those who wish to understand Japanese culture. It is obtainable from Graphic Arts Center Publishing Company, P.O. Box 10306, Portland, OR 97210; tel: 503-226-2402. The price is $12.95 plus shipping and handling.

APPENDIX 2
EXPERT 2: TIME AND DECISION MAKING

As a society that prides itself on its efficiency, Japan is a place where time is important. Meetings typically begin and end at the scheduled time in the same way that the mass transit system adheres to its busy schedule. Careful adherence to schedules allows this efficiency. To be late for a meeting or to prolong a meeting would inconvenience other participants, each of whom has his or her own busy schedule. The Japanese generally dislike chaos and uncertainty, so punctuality is a highly valued character trait in Japan. Also, spontaneity is not an important part of the Japanese character. Instead, careful planning and long-term decision-making are valued.

1. **Punctuality:** Things happen at the precise time at which they are scheduled in Japan. Punctuality and promptness are not only valued, but it is considered extremely rude to arrive even a few minutes late. In fact, even being early may be considered improper.
2. **The Schedule:** Since planning and organization are so important to the Japanese, the schedule becomes an important aspect of the business world in Japan. A typical day may include many meetings and appointments starting from very early in the morning and extending into the late hours of the evening. Sticking to the schedule is a sign of efficiency and success.
3. **Evening Plans:** After a long day of meetings and office work, it is not uncommon for co-workers to plan a night out at a local pub or restaurant. Though the evening plans may seem inconvenient or tiring, it is an important part of doing business in Japan.
4. **The Agenda:** Since the Japanese are avid planners, the agenda for a typical business meeting will usually be scheduled and organized down to the last minute. It is also important to the Japanese to stick to the agenda, so last minute changes or postponements will not be taken kindly.
5. **Consensus Decision Making:** The goals of the Japanese institution are held by each individual in the group, therefore decisions in Japanese firms are made by the group itself rather than by one individual. The decision-making process takes time in Japan, and this could require an adjustment for foreigners. The process includes a long period for discussion and many meetings to work out all of the possible consequences of the decision. At the end of this process, all of those involved in the decision must put their signature or seal on the final document.
6. **The Long View:** Decision-making in Japan differs from that in some Western societies because the Japanese look for good, sound decisions that will make sense over a long period of time. This is one reason why the decision-making process takes such a long time. The Japanese do not look for quick fixes or short-term results. The focus of the Japanese business person is on the future; and therefore decisions are not based on a short-term view.
7. ***Nemawashi:*** *Nemawashi* literally refers to preparations made before transplanting something in a garden by digging around the plant's roots. This process can be lengthy and usually involves a series of meetings to discuss a new idea. The first meeting with a Japanese company would commence *nemawashi*, and very rarely will a decision be made on the spot or in one meeting.

Adapted from *Culture Shock! Japan* by Rex Shelley.

APPENDIX 3
EXPERT 3: COMMUNICATIONS

As a society based on formality, the Japanese have many verbal and nonverbal cues that govern society which differ from those of Western cultures. It is important to understand these cues when dealing with Japanese individuals as they can easily influence the outcome of social or business relations.

1. **Personal Space:** In a geographic location where so many people are crowded into such a small living space, it is not surprising that the Japanese idea of personal space differs from that in many other societies. In Japan, it is considered an invasion of one's personal space to make physical contact in a way that many foreigners might think of as friendly or non-intrusive. Touching or hugging is not as common in Japan as in Western countries. The distance between people in conversation is also larger in Japan than in many other societies.
2. **Eye Contact:** Similarly, eye contact is considered an invasion of privacy by the Japanese. It is not regarded as a display of confidence and sincerity, as it is in Western cultures, but rather it is considered a sign of aggression. Maintaining strong eye contact with someone in Japan is considered rude.
3. **Silence:** In a discussion in Japanese society, it is not uncommon for there to be long gaps of silence that would make people of other countries rather uncomfortable. The Japanese use this silence in many ways, but mainly it is a rhythm of discussion that allows one to contemplate a response to a question prior to answering. In conversations in languages other than their own, the Japanese may also take an extra moment to make the proper translation in their heads.
4. **Closing Eyes to Think:** One nonverbal cue that is often misunderstood by foreigners occurs when the Japanese are listening to someone speaking in a language other than their own. It is not uncommon to find a Japanese person closing his or her eyes while listening to a speaker in order to concentrate on the message while making the proper translation in his or her head.
5. **Scratching the Back of the Head:** Another nonverbal cue that may be misunderstood is the head scratch. When a question is asked of a Japanese person, he or she may take a moment and scratch his or her head before answering. This may be a sign of embarrassment and may mean that the topic of conversation is distasteful.
6. **Yes and No Answers:** In order to avoid causing another person to lose face or to feel embarrassed by rejection, a Japanese person may avoid a negative response to questions that are asked of him or her. This may seem confusing to foreigners. Rather than saying "no" to something with which he or she may disagree, a Japanese person may respond with a "maybe" by suggesting an alternative without having to reject the person's proposal outright.
7. ***Hai:*** *Hai* is a word that is often misunderstood by Westerners in Japan. It is used in many different ways, but mainly it is similar to the English word "okay." It does not necessarily mean "yes" or indicate that an agreement has been made. Quite often *hai* is used to indicate that the Japanese person has heard what has been said to him or her in conversation.
8. **Avoiding Debate:** Argument or debate in Japanese conversation is not at all regarded the way it is in other societies where it may be considered a sign of competency or confidence. In Japan, debate and argument create conflict, and the Japanese society is based on ways to eliminate conflict. Criticism is considered extremely rude and particularly when discussing someone within one's own work place. Individual opinions which may differ from those of the larger group are not expected to be expressed and may cause discomfort for the entire group if they are expressed.
9. **Sensitive Topics of Conversation:** Though it is quite common to discuss personal lives with business colleagues in other societies, the Japanese do not appreciate this approach. It is not good practice to discuss family while doing business with someone in Japan, nor is it acceptable to discuss religion.
10. **Social Flattery:** One should also avoid praising an individual too highly or too often while doing business in Japan. Although the Japanese appreciate an occasional pat on the back, when it is given too often or too elaborately, it will serve only to embarrass the recipient of the praise and result in a loss in credibility for the deliverer of the praise.
11. **The Smile:** Westerners are often confused by the Japanese smile. Sometimes, a light smile may actually indicate a sense of dislike or denial.

Adapted from *Culture Shock! Japan* by Rex Shelley.

APPENDIX 4
EXPERT 4: RESPECT AND POSITION

As a society with a Confucian influence, the Japanese place great value on respect and go to great lengths to demonstrate it. Business relationships in Japan today are also subject to these rules of order. Also a result of Confucian teachings, position plays an important role in Japanese society, creating a hierarchy within Japanese business that very frequently dictates behavior.

1. **Names:** Name order is reversed in Japanese culture. This means that someone who says his name is Midori Toru is indicating that his family name is Midori and his given name is Toru. It is a common mistake among Westerners to confuse the order of these names.
2. **Forms of Address:** Respect is shown to colleagues and friends in Japan by referring to them in the respectful form with the suffix *-san* attached to their family name. This is the equivalent of Mr., Mrs., Ms., and Miss in Western cultures. It is never appropriate to refer to someone by their given name or what Westerners call a "first name." Therefore, Midori Toru would be referred to as "Midori-*san*" and never by "Toru" or by "Toru-*san*," except by family and friends in a casual setting.
3. **Bowing:** Perhaps the most prominent gesture of respect is the bow. The Japanese demonstrate different levels of respect by extending a different level bow to people of different social levels, the lower the bow, the greater the level of respect. When meeting with Western guests, a handshake may be offered to demonstrate sensitivity to the differences in culture, however, one must always assume that a bow is expected unless a hand is offered.
4. **Pleasantries:** Though time is important to the Japanese, so, too, are the various rituals and rites that precede a business meeting or formal engagement. Meetings may begin with a short greeting from the person at the meeting who holds the highest position in the company.
5. ***Meishi:*** Another pleasantry that plays an important role in Japanese business culture is the practice of exchanging *meishi*. These are similar to Western business cards, however, they must be exchanged upon greeting someone at a meeting or social gathering before any business activity takes place. To exchange *meishi*, both parties must bow to one another and then present their cards by holding them with both hands and with the name facing out so that the other person can read it. Generally, the inferior in the encounter extends his *meishi* first. When receiving a *meishi*, one must be careful to use both hands to accept it, carefully read the name and position, and then place it in a binder or card holder.
6. **The Importance of Title:** Position held in a corporation is quite important to the Japanese. Japanese business people usually spend a lifetime with one company and are mainly promoted by seniority—the longer one has been with a company, the higher the rank or position one holds. Therefore, it is important to acknowledge and to show respect to those of higher rank in Japanese companies. For a Westerner in this atmosphere, it may be difficult to identify the person of highest rank, however, it is extremely important for business deals to be conducted with people of the appropriate position in the company.
7. **Seating:** One manifestation of the importance of position in Japan affects many business meetings and engagements. Seating at a meeting is considered by the Japanese to be a method of demonstrating position and rank in the company. Seats of honor are to be reserved for those of the highest rank, and those ranked below may sit according to their position, sometimes requiring lower ranked individuals to sit at separate tables or to stand.
8. **Gift Giving:** An important part of social life in Japan is the act and the art of gift-giving. Guests usually arrive bearing gifts for their hosts; however, the hosts will also present the guests with gifts of their own. At business meetings with foreigners, gifts may be exchanged once the meeting has concluded. Even at funerals there is an exchange when mourners give money *(okoden)* and the family of the deceased shows appreciation with gifts. Gift giving cannot be understated in its importance, and it is noteworthy that refusing to accept a gift is considered to be as rude as not presenting one at all.
9. **Appointments:** Appointments are an extremely important step in the negotiations process in Japan. Usually a phone call to set up an appointment is sufficient; however, sometimes when dealing with foreigners a letter of introduction from an embassy or government body may be needed. Unannounced calls without an appointment are known to the Japanese as *tobikomi eigyo* or "jump-in calls" and are very rarely successful.

Adapted from *Culture Shock! Japan* by Rex Shelley.

APPENDIX 5
SAMPLE CASES:

Sample Case 1: Mr. Green

Mr. Green, one of the most successful Wicket salespeople in the U.S., set out for Japan expecting to have a similar success rate. In order to make a good impression on Midori Toru, the Japanese businessman he was meeting, he arrived about one half hour early for his appointment. Though Midori Toru seemed a bit surprised by the visit, Mr. Green shouted his usual greeting, "Hey, Toru-*san*! How's it going?" and continued to ask about Midori Toru's wife and three kids (Mr. Green had done his homework on Midori Toru to find out about his family). He grabbed Midori Toru's hand and gave him a great big Texas pat on the back (which goes over very well in Wichita Falls). As Midori Toru scratched the back of his head, Mr. Green gave him another shot on the back, "What's the matter, Toru old boy, cat got your tongue?" Midori Toru seemed to smile gently, and the two men sat down to discuss wickets. "If you sign up today, I can get a special rate for ya, pal," Mr. Green assured Midori Toru. "What d'ya say we sign you up for a trial run, say maybe two months worth of wickets, and see how it goes?" Since Midori Toru didn't go for the trial offer, Mr. Green shook hands and said good-bye.

Sample Case 2: Ms. Black

Ms. Black, though new to the business of selling wickets, has had great success getting sales handled very quickly with her direct and business-like manner. Upon arrival in Tokyo, she immediately called her first contact, Kuroi Yohnosuke, and set up an appointment for 9:00 a.m. She arrived at the office right on time and ready for the meeting with the marketing department of which Kuroi Yohnosuke was the head. Upon entering the meeting room, Ms. Black was offered a seat across from Kuroi Yohnosuke, but she preferred to sit right next to him so as to be able to deal more effectively from his side. As Kuroi Yohnosuke rose to begin the meeting, Ms. Black suggested that since time was limited, she should get right to her presentation. She began to make the quick and concise presentation that won her such great acclaim on New York's Madison Avenue prior to coming over to WWW. During the presentation, Ms. Black noticed that one of the marketing team members had his eyes closed and seemed to be dozing off. She stopped momentarily and asked him, "Is there something wrong with my presentation?" As the man shifted in his seat to quickly respond, "No," Ms. Black noticed how the other members of the team seemed to be embarrassed for this man. Some of them looked downright angry. When she was finished with her presentation, Ms. Black closed with the line that always worked in Peoria, "Okay, how many wickets can I put you down for today?" She sold none that day.

Sample Case 3: Mr. White

Mr. White arrived at the office of Shiroi Minoru just a few minutes late due to poor directions that were given to him by the WWW travel department. "Sometimes I wonder why those people still have jobs in that department, Shiroi-*san*. They really couldn't find their way out of a paper bag." He chuckled as he said this hoping to break the ice a bit with his new client. He followed Shiroi Minoru into the meeting room where they were to discuss wickets in private. After making his best sales pitch, Mr. White began to ask Shiroi Minoru some tough questions about the wickets he was currently using. After each question there was a prolonged silence. This made Mr. White a bit nervous, so he began to pull at the small (but tasteful) gold earring which he wears in one ear (his trademark in his former sales territory in Louisiana). He started breaking the silence with inside information about the poor quality of the competitor's products and then looked straight into Shiroi Minoru's eyes to find out if he seemed interested in WWW's wickets. As Shiroi Minoru looked away, Mr. White realized that his best sales pitch had failed and politely excused himself from the meeting, leaving his business card with Shiroi Minoru's secretary.

Sample Case 4: Mrs. Brown

Having spent two years working in Japan with Global Gadgets, our main competitor in the field, Mrs. Brown was very familiar with the ways of Japanese business. She called to make an appointment with Chairo Akira, the head of the marketing department, whom she used to deal with as a representative of Global Gadgets. Chairo Akira's secretary politely told Mrs. Brown that she would not be able to get an appointment for quite a few days. Mrs. Brown, ever persistent, decided to try a different approach by calling Akai Hiromichi, the man who holds the position just below Chairo Akira in the marketing department. This approach seemed to work, and Mrs. Brown arrived for her scheduled appointment at the appropriate time. She exchanged *meishi* with Akai Hiromichi, being careful to present her card with both hands and with her name facing outward. She opened negotiations by asking, "Is your company still using Global Gadgets?" Akai Hiromichi responded that the company had been a client of Global Gadgets for more than ten years. Mrs. Brown presented at least ten good reasons why World Wide Wickets were a better choice for his company, but Akai Hiromichi seemed unimpressed. "I can tell that you are a brilliant man, Akai-*san*. You have had such a remarkable career with this company, I knew that you would be the man to see to make the switch to wickets. Everyone back at the home office used to say how creative you are and what great ideas you have come up with in the past. Surely you can see how switching to wickets would be yet another great idea." Mrs. Brown did not get the sale.

Sample Case 5: Mr. Gold

Mr. Gold, just out of college, put a lot of thought into the gift he brought to Kiiroi Kentaro, the president of one of WWW's best clients. "I've brought you an English book about the life of Buddha because I know that you are a devout Buddhist and that your children are learning English in school." Kiiroi-*san* accepted the gift and smiled, scratching the back of his head. He gave Mr. Gold a gift also, a beautiful Japanese painting of Mount Fuji, but Mr. Gold felt that this gift was far too elaborate and graciously declined, saying, "I couldn't possibly accept such a wonderful piece of art." After a long day of negotiations, Mr. Gold was invited to join some of the executives at a local pub, but he was very tired from traveling and said that he preferred to return to his hotel room to rest. Before leaving, Mr. Gold noticed that the next morning's schedule began at 9:00 a.m., so he asked Kiiroi-*san* if it would be possible to adjust the schedule so that the first meeting could begin at 8:00 a.m. instead. Kiiroi-*san* simply said, *Hai*, and pointed to the first meeting on the written schedule. When Mr. Gold arrived at 8:00 a.m. the next morning, a surprised secretary asked him to wait in the lobby for an hour before the first meeting began. When Mr. Gold returned to the WWW home office he was surprised to find out that Kiiroi Kentaro's company had opened negotiations with Global Gadgets.

APPENDIX 6
REPORT TO THE CEO: WHAT HAVE YOU FOUND?

1. List four main reasons why our salespeople have lost sales opportunities in Japan.

2. What Japanese customs would be important for our sales force to understand before doing business in Japan?

3. What values are important to the Japanese? List four.

4. How do these values influence business relationships in Japan?

5. What U.S. values or customs tend to interfere with a successful business relationship in Japan?

6. What strategies would you suggest to help Westerners improve their success rate in Japan?

APPENDIX 7
DILEMMA SHEET: U.S. COMPANY IN CRISIS

You are a member of an executive consulting group in a large U.S. corporation, **World Wide Wickets.** WWW has begun to expand to the Pacific Rim with an emphasis on Japan. The Chief Executive Officer (CEO) has come to your group with a problem which requires your immediate attention:

Dilemma: Your executives and salespeople have been traveling to Japan and making fools of themselves because they are unaware of the cultural differences that exist between the Japanese and U.S. people. Business opportunities are disappearing on a daily basis as Japanese corporations begin to discover the ignorance of your executives.

Mission: The project assigned to your consulting group is to develop a brochure which may be carried by each of your busy executives to brief them on the culture and customs of the Japanese. The brochure should include information that is relevant to all social and professional interactions that may take place between your executives and their Japanese counterparts. Your executives are very busy people, so it is extremely important to organize your material in a logical manner and to include only the most valuable information.

Your consulting group is known for its cooperative and efficient approach to all of its important tasks. The research department has provided sufficient information for you to examine. Your boss will want to check from time to time that you are becoming experts on this information so that your brochure may be trusted with this very important mission.

The fate of the company is in your hands.

TOPIC

Schooling and Teenage Lifestyles in Japan and the United States: A Comparative Study

by C. Frederick Risinger
Indiana University, Bloomington, Indiana

NCSS STANDARDS-THEMATIC STRANDS

IV. Individual Development and Identity

a. articulate personal connections to time, place, and social/cultural systems;

c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.

V. Individuals, Groups, and Institutions

a. apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society;

b. analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

INTRODUCTION-PURPOSE/RATIONALE

In every society and culture, adolescence is that period of growing up when young people are heavily involved in a search for personal identity, autonomy, and their place in society. Both Japanese and U.S. students go through this process. In many ways, Japanese and U.S. teenage lives seem very different. In other ways, there are remarkable similarities. High school students are always interested in the lifestyles of their counterparts in other countries. This lesson provides a way to compare and contrast what it is like to be a teenager in Japan and the U.S. It will help U.S. students both appreciate and understand the significance of cultural differences and how they influence the "coming of age" of both Japanese and U.S. teenagers.

This lesson is best taught when a survey of some life-style topics is made in the classroom or, preferably, an even larger group, such as three or four upper-level classes or even the entire senior class. You will want to proceed carefully with such a survey. One question asks students about communication with their parents and another seeks information about school discipline.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

The lesson is designed to be used with 11th or 12th graders, but could be modified and used with students from grades 8-10. It is most suited for sociology or social issues courses, but could also be used in U.S. history, government, or economics courses.

OBJECTIVES

Knowledge - Students will:

- compare and contrast various lifestyle patterns of U.S. and Japanese senior high school students.
- make analytical judgements about how cultural values and societal structures affect adolescent lifestyles and adult choices.

Attitude - Students will:

- recognize both the uniqueness and the commonality of being an adolescent in two different cultures.

Skills - Students will:

- conduct a class or school-wide survey on lifestyle issues and topics.
- analyze a variety of data from surveys, charts, graphs, interviews, and other sources.
- engage in critical inquiry and make cross-cultural comparisons regarding adolescent lifestyle and schooling patterns in Japan and the U.S.

TIME ALLOTMENT

One to three class periods, depending on whether or not the students conduct a school-wide survey prior to the actual "comparison" activity day. If group reports on specific topics or analytical essays are used as part of the activity, another day or two might be required.

RESOURCES NEEDED

- Appendix 1: Information Needed

  This survey is not absolutely necessary. Students can still compare and contrast Japanese and American high school life, but the survey provides more reliability.

- Appendix 2A-E: Japan Evidence Cards. This information on Japanese teenage lifestyles and schooling was compiled from a wide variety of sources, including personal interviews with Japanese students, teachers, and administrators; official documents from local, prefectural, and national educational agencies; and data collected from more than 15 Japanese schools via the Internet.

- Appendix 3. Student Discussion Guide.

PROCEDURE

A. With the class, determine the scope of the survey you are going to use to gather data on U.S. schooling and teenage lifestyles. This information will be compared with similar data compiled from a variety of Japanese sources. While students could begin to use Appendix 3: Student Discussion Guide without a survey, it is highly recommended that, at least, a whole-class survey be conducted. If you have more than one section of the course, you may wish to survey all of them. A more ambitious, but very effective, approach would be to survey all seniors or juniors and seniors. This could lead to interesting stories in the school or community newspaper.

B. Using Appendix 1, conduct the survey and compile the results. If you are using a single-class survey, this can be as simple as putting the information on the chalkboard or an overhead transparency. If you use a more expansive survey, you may wish to have the information available in printed format.

C. Divide the class into groups of 5 students. Tell them that they are going to receive information about Japanese 11th and 12th graders on the same topics that were on their survey. Have them discuss and speculate about how they think the Japanese data will compare with their own.

   This information should be recorded for each group. It will be interesting to determine which group is most accurate with its speculations. This technique also increases student interest in the information about Japan.

D. Distribute the Japan Evidence Cards (Appendix 2A-E), a separate one to each of the five group members. Each student should read his or her card and present a summary to other group members. Give the students ample time to compare and contrast the information about schooling and lifestyles of both Japanese and U.S. teenagers. Ask the students to respond to the questions in the Student Discussion Guide. You may wish to have the questions turned in as a group assignment or use them as the basis for the class discussion.

E. Conduct a full-class discussion using the Student Discussion Guide as the basis. However, you or the students may have other issues you want to discuss based on the comparative data. Questions such as "How do cultural values and norms affect individual development and behavior?" can help summarize and conclude the lesson.

ASSESSMENT

- The responses to the Student Discussion Guide can be used to assess cooperative group performance. If you do, be sure to assign responsibilities to each individual in the group.
- Students could be asked to write an essay or respond to an essay test question on such topics as: (1) "How do cultural and societal values affect teenage lifestyles in Japan and the U.S.?" or (2) "What are the major differences and similarities in teenage lifestyles in Japan and the U.S.?"

EXTENSION AND ENRICHMENT

- Use the Internet to make contact with one or more Japanese high schools. This strategy can be used in conjunction with the last question on the Student Discussion Guide. In most search engines, using the keywords "Japan" and "high school" will yield several Internet addresses or URLs for Japanese schools. Most are written in English and many are sponsored by English-language classes or clubs. New data can be added to the information in the Evidence Cards and longer-term cooperative and comparative projects can be initiated.

SUPPLEMENTAL RESOURCES

Education in Hiroshima Prefecture. Hiroshima: Hiroshima Prefectural Board of Education, 1995.

Education in Japan. "About Japan" Series No. 8, Tokyo: Foreign Press Center, 1995. Available from the Foreign Press Center, Nippon Press Center Building, 6th Floor, 2-2-1 Uchisaiwai-cho, Chiyoda-ku, Tokyo 100, Japan.

Handbook of Hiroshima Akifuchu Senior High School, 1996.

Japan 1997: An International Comparison. Tokyo: Keizai Koho Center, 1997. Keizai Koho Center, 6-1, Otemachi 1-chome, Chiyoda-ku, Tokyo 100, Japan. Internet Home Page address: http://www.keidanren.or.jp/KKC/

"Nurturing Creative Thinking" (special issue), *Japan Update*, vol. 1, no. 4, July 1996.

"Perspectives on Japanese Education," *By The Way*, vol. 4, no. 6, November-December 1994.

Public Education in Tokyo 1996. Tokyo: Tokyo Metropolitan Board of Education, 1996.

Students at Hiroshima Akifuchu Senior High School, Personal Interviews, June 1996.

Students at Showa Women's University, "Surveys of High School Life in Japan," Kevin Ryan's Class in Writing With Computers, available at http://swu.ac.jp/wwc/jed34.html, a WWW homepage.

Sugihara, Tasuku (Principal of Hiroshima Akifuchu Senior High School), Personal Interview, June 1996.

White, Merry. "High School Students in Japan" *Video Letter from Japan II*, New York: The Asia Society, 1988.

APPENDIX 1
INFORMATION NEEDED

Schooling and Teenage Lifestyles in Japan and the United States

To teachers and students: In order to compare your school and lifestyle patterns with Japanese senior high schools and students, you need to know some information about your school and your fellow students. Some classes might want to design surveys and distribute them to other students. Others might want to conduct an informal poll of the classroom. Some of the comparisons involve obtaining information, such as the school calendar and common reasons for disciplinary action, from school administrators. Here are questions that match up with the information about Japanese schools and teenage lifestyles that will be analyzed later.

1. What is your school's calendar? How long are your Winter, Spring, and Summer breaks? How many days do you attend school each year?
2. What do you and your classmates do at home after school? What are the most popular after-school activities at home?
3. How many courses are required and how many electives do you have each year at your school? What is the average class size in your school?
4. Does your school have a student dress code? How do you feel about school uniforms?
5. What are the most common reasons students get into trouble at your school? What do you think is the most common juvenile crime in your area?
6. How many students in your class or school have jobs? What is your state's minimum age for a job?
7. What is the minimum age to obtain a driver's permit in your state? A license? How many students in your class or school have daily access to a car?
8. What percentage of students own (or feel that it is "theirs") the following items: watch, bicycle, radio/cassette player, air conditioner, stereo, camera, television, video camera, video game set, piano, motorbike, computer, automobile, ski equipment? Is there any difference between males and females in the ownership of these items?
9. What percentage of the students in your school plan to attend college? Is there a difference in the rate of males and females?
10. What athletic teams, clubs and extracurricular activities are there in your school?
11. How much do students in your class or school talk with their parents? Is there a difference between females and males?
12. What is an average daily schedule for the typical student in your class or school?
13. What role do students have in your school in keeping the building and grounds clean?
14. Which do you feel is more important to academic success: innate ability or effort?
15. Does your school have a motto, school emblem, or school code? Are students aware of it?

School Calendars Differ!

Students in Japan attend school on a very different calendar than do U.S. students. Schools begin about April 1 and run until March 31 of the following year.

Remember, Japanese students go to school for a half-day on Saturdays twice each month. Until recently, they went to school *every* Saturday.

The annual school calendar for Hiroshima Akifuchu High School for 1996 was as follows:

April 8	Opening Day of School
April 24	All-school field trip to national park for picnic
May 20–23	Mid-Term Exams
June 15–16	All School Arts Festival
July 5–10	End-of-Term Exams
July 16–17	All School Sports Festival
July 20–August 31	Summer Vacation
(Summer Activities required of all 11th graders.)	
September 1	Second Term Begins
September 22	Sports Festival
October 21–24	Mid-Term Exams
November 8	Art Day
November 20	Speech Contest
December 18–22	End-of-Term Exams
December 25–Jan 7	Winter Vacation
January 7	Third Term Begins
January	Senior Final Exams
February 10	Debate Tournament
February 20–25	11th Grade Trip to Malaysia (all students go)
March 1	Graduation Ceremony for Seniors. Seniors go to Windward Islands from March 2–25)
March 12–16	End-of –Year Exams
March 20–April 5	Spring Break

Using the calendar above, calculate the total number of school days for this Japanese school. In Japan, school is in session no fewer than 210 days each year, but most schools meet about 240 days.

After-school Home Activities

The most popular after-school activities, according to a survey conducted by the Ministry of Education in 1994, were as follows:

Watching TV	66.8%
Listening to music	49.0%
Homework or studying	35.9%
Reading newspapers/magazines	31.7%
Reading books	18.5%

No Electives in the Curriculum

Japanese high school students have very few choices in the curriculum. Most students take a college-prep course, although there are some high schools which have a "general" course, with fewer required math and science courses.

Here are the required courses for the three years (grades 10–12) at Hiroshima Akifuchu High School. It is basically the same throughout all Japanese schools.

GRADE 10–Japanese, World History, Ethics, Algebra, Chemistry, P.E., Health, Art, English I, and Home Economics. (All students take Home Economics)

GRADE 11–Humanities, Modern Japanese Language, Classical Japanese Language, Japanese Geography, Geometry, Chemistry II, Biology/Geology, P.E., Health, Art, English II, Writing, and Home Economics.

GRADE 12–Humanities, Modern Japanese II, Classical Japanese II, World History, Japanese History, Politics and Economics, Calculus, Physical Biology, P.E., Reading, and Writing.

Every class does not meet every day. All students have a 30-minute home room at the end of the day followed by a 30-minute "club" or extracurricular activity. About half of the students participate in the extracurricular program.

Students stay in the same room throughout the day. The teachers move from room to room to teach.

Classes Are Big!

The average class size in Japanese schools is much larger than in most U. S. schools. The average class we observed in Japanese high schools was between 35–42 students. In some schools, classes requiring a lot of recitation, such as English language, are smaller—around 20–22.

School Uniforms Are Popular

President Bill Clinton has suggested that U.S. high schools might want to require school uniforms as they do in Japan. About 93% of all Japanese high schools require uniforms. There are roughly three types of uniforms: (1) blazer type; (2) sailor suit type; and (3) jacket with a closed collar style, similar to a military uniform. Some girl students try to "personalize" their uniform by adding colorful, bulky socks or ribbons. They have to be careful though; too much individualization is considered "school violence." According to Shigemi Hayakawa, a recent graduate, "Uniforms are wonderful because it seems so intellectual and it becomes a symbol of the student's school and status."

School Rules and Misbehavior

In an interview with Tasuku Sugihara, principal at Akifuchu Senior High School in Hiroshima, the following were the most common reasons why students got into trouble:

1. Smoking on school grounds
2. Drinking on school grounds
3. Riding motorbikes without a permit (Age 16 required)
4. Shoplifting

A survey conducted by the national Ministry of Education identified the most common misconduct behaviors. This survey included:

1. Stealing money from friends
2. Staying out late at night
3. Shoplifting
4. Running away from home
5. Sniffing paint thinner

According to Tokyo police, two-thirds of juvenile crime is theft, mostly shoplifting.

No Jobs Until 18...Unless...

Japanese law prohibits anyone under the age of 18 from holding a job, unless it is in a family business. Until recently, almost no Japanese teenagers were able to work at paying jobs. In recent years, students have been working illegally, primarily in fast-food restaurants. However, the businesses are subject to heavy fines if they are caught.

No Cars Either!

The minimum age for a driver's license in Japan is 18. Even then, very few teenagers obtain them. Only 12% of young people under 20 (nearly all boys) have driver's licenses.

Because of geography, excellent public transportation, economics, and other factors, there are only about half as many cars per capita in Japan as in the U.S. Very few families have more than one car and many families, particularly those in urban areas, have none.

Watcha Got?

What do you own...or can generally count as your own? Here's what a survey of a Japanese upper secondary school (grades 10-12) shows:

BOYS	
Watch	95.8%
Bicycle	89.2%
Radio/Cassette	88.6%
Air Conditioner	81.9%
Stereo	74.1%
Camera	58.4%
Television	55.4%
Video Camera	33.1%
Video Game	25.3%
Motorbike	21.1%
Computer	13.9%
Car	12.0%

GIRLS	
Watch	95.3%
Radio/Cassette	90.2%
Air Conditioner	80.3%
Camera	59.1%
Stereo	58.0%
Piano	49.7%
TV	47.7%
Video Recorder	34.2%
Ski Equipment	22.8%
TV Game	9.8%
Motorbike	5.2%
Computer	4.7%

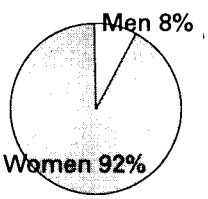
Ninth Grade Is A Big Decision Point for Japanese Teenagers!

When Japanese teenagers are the same age as American high school freshmen, they and their parents make a major decision. Compulsory education ends at the end of the 9th grade. Nearly all (92%) students go on to Upper Secondary School. But, a choice must be made between an academic school (for those wanting to go to college), and one of several occupation-oriented schools, such as agriculture, nursing, home science, technical sciences, and music. Students take a test to determine which high school they can attend. Tomoko Okada, now a college freshman, cautions, "The future is decided by which high school and university one attends." Those who choose or are forced to attend the non-academic schools follow a curriculum similar to academic schools, but with more emphasis on their specialty area. Only in rare instances will a student be able to enter a college unless he or she graduates from an academic high school.

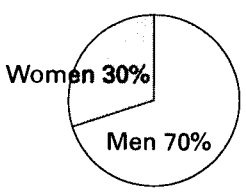
Males & Females Take Different Routes.

About 40–50% of Japanese high school graduates go on to college. But there are major differences in the colleges they attend. Almost all the males go to a university, while a large percentage of female graduates attend a junior college. The charts below show the differences in male and female attendance between the two types of higher education.

JUNIOR COLLEGE ATTENDANCE: MEN AND WOMEN



UNIVERSITY ATTENDANCE: MEN AND WOMEN



The primary difference is in the length of schooling and the curriculum. Junior college is a two-year program primarily meant for women who plan to work for a while, then get married, quit work, raise a family, and probably not return to the work force unless it is a part-time position. Home economics, the humanities, and education make up nearly 65% of the curriculum at the junior colleges. In the universities, attended mostly by males, engineering, natural sciences, and social sciences are the largest enrollment areas.

The number of women attending universities and entering the professional work force is increasing; however, the number of women who work for an extensive number of years is much lower than that in the U.S.

Examination Hell

Every Japanese high school student talks about "Examination Hell." In January of their 12th grade or Senior year, students take a national, standardized test. This test determines whether or not they can apply to attend college, and, more importantly, which colleges. Students who are accepted at highly-respected universities are almost always assured of a good job. In order to pass the exams of the top universities, most students enroll in private after-school examination preparation schools called *juku.** Many parents start their children in these schools as young as the elementary grades or even in kindergarten. For some, this means school seven days a week.

* *juku* – private schools which teach academic and non-academic subjects. Academic *juku* offer tutorial, enrichment, remedial, and examination-preparing classes which supplement regular school work. Most hold classes after school, or on weekends.

Extracurricular Activities

Japanese high schools have many club, or extracurricular, activities. Interscholastic sports exist, but they are not as important as community-based teams. Usually, a school athletic team will play only 3–4 games or matches per season. Club sports include baseball, basketball, soccer, tennis, badminton, table tennis, judo, kendo, volleyball, skiing, and handball. Cultural clubs include chorus, traditional tea ceremony, gardening, brass band, violin, environment, computers, calligraphy, photography, and the English club.

Parents & Kids

Just as in the U.S., students and parents sometimes find it difficult to communicate. A survey of 10–12th graders revealed the following:

ON FREQUENCY OF TALKING WITH THEIR MOTHERS

Girls	
Always/Daily	25.5%
Sometimes	52.8%
Rarely	20.4%
Almost Never	1.3%
Boys	
Always/Daily	9.8%
Sometimes	37.9%
Rarely	47.4%
Almost Never	4.9%

Japanese children do not talk to their father very much. Many fathers work at jobs that are a long commuter train ride from home and often do not leave their offices until after 6:00 p.m.

A Day in the Life Of Yuka Kariya

Yuka Kariya is a teenager with average grades. The following is a composite of most of her school days:

6:30 a.m.	Wake up
7:15	Leave home
7:30	Club activity
8:15–noon	4 classes
1:30–3:30	2 classes
3:30	Club activity
6:30	Leave school
6:45	Home/Supper
7:30–9:00	Cram (*yobiko**) School
10:00	Homework
12:00	Go to bed

Suicide?

Sometimes we hear that there is a high suicide rate among Japanese students, primarily caused by the stress of "Examination Hell" in both middle schools and high schools. The consequences of not being accepted into a good school are severe.

In reality, the suicide rate for Japanese students has declined dramatically since 1986 and is lower than that of the same age group (15–19 year-olds) in the United States.

"To Make the School Clean and Beautiful..."

One aspect of Japanese schools that impresses visitors is the daily school "Cleaning Period." In every public school, even those for elementary grades, the students do almost all the cleaning and maintenance. The Cleaning Period is usually about a half-hour long and follows lunch. Students sweep the halls and gym floors, clean the toilets, empty the wastebaskets, and do just about everything that U.S. school custodians do.

Students actually seem to enjoy the Cleaning Period. With everybody working together, no one works too much...and it's a good time to socialize with friends.

* *yobiko* – upward extension of *juku* which specializes in preparing high school graduates for university entrance examinations, usually through intensive full-time programs.

U.S. And Japanese Schools: A Comparison

Frequently, we hear that Japanese schools are better than U.S. schools. Critics of the U.S. educational system point to international test comparisons, where Japanese students are always at or near the top, especially in science and mathematics.

Jerome Murphy, Dean of the Harvard Graduate School of Education, has studied Japanese education and argues that the two nations can learn from each other. Here are his comparisons:

- Japanese schools develop the basic achievement of nearly all students, while U.S. schools develop the creative and critical thinking of the most talented and privileged students.
- Japan's system provides a clear, strict path to success, while U.S. schools provide a second chance for those who fail.
- Japanese elementary schools are often considered the best in the world, while U.S. colleges and universities are thought to be the best.
- Japan's system develops responsible citizens who care about the goals of the group and the nation, while U.S. schools encourage individualism and personal fulfillment.

Murphy says that a blend of both approaches would raise the educational level of the great majority of citizens and also enable special talents to flourish.

Effort Counts More than Ability

Admission to both high school and college is determined by a rigorous examination. The exam for public schools is the same for all schools in a prefecture, or state. Private high schools usually have their own exams. College entrance is based on even more rigid tests, resulting in a time called "Examination Hell" for students. Unlike Americans, the Japanese do not test aptitude or ability. Everyone is assumed to have the same potential. It's *effort* that counts. Students are pressured by parents and teachers to *gambaru*—to persist. There is a saying, "pass with four, fail with five," meaning that if a student gets five hours of sleep a night, the test result will be failure.

Shoes & Slippers

You will not see $150 Nikes or Adidas in Japanese classrooms. Students, teachers, administrators and visitors take off their street shoes when they enter the building. In most schools, the shoes are placed in individual wooden cubicles and traded for personalized slippers. Some schools provide the same slippers for all students; in others, students can bring their own. This same tradition is followed at home, too. Street shoes are replaced with "house" slippers or shoes when entering each Japanese home.

School Codes

Does your school have a school motto or code? All Japanese schools do and much attention is paid to them by the students and teachers. Akifuchu Senior High School in Hiroshima has three mottos: (1) to be independent and self reliant; (2) to love learning and knowledge; and (3) to train both mind and body. The school's emblem or symbol is a trio of gingko leaves, a rapid-growing tree found throughout Japan. The trunk stands for youthfulness. The leaf broadens at the end, symbolizing the bright future for youth. The three leaves represent intellectual, moral and physical growth.

Student Discussion Guide

DIRECTIONS: You have been given a Japan Evidence Card with information about schools and teenage life styles in that nation. Read your card; then read the following questions. Jot down your answers and thoughts in the space provided and be ready to report to your group or the class and join in a discussion about the questions.

1. What topic or issue described on your Evidence Card is most similar to your school or teenage lifestyle? Why?

2. What topic or issue described on your Evidence Card is most different from your school or teenage lifestyle? Why?

3. As you have learned, the minimum age for an automobile driver's license in Japan is 18. How would your school and your life be different if your state or the nation had a similar law? Would there be any positive effects on your school, your town or city, or you?

4. In Japan, all students participate in a daily Cleaning Period, when most school cleaning and maintenance is done. This usually lasts about 30–45 minutes. What do you think about this? Would U.S. students do it? Would there be any positive effects of such a policy?

5. If you could talk with a group of Japanese students in your same grade level and age group, what two questions would you like to ask?

TOPIC

Decentralization and Deregulation: Parallel Courses?

by Robert A. Rodey
Marian Catholic High School, Chicago Heights, Illinois

NCSS STANDARDS-THEMATIC STRANDS

II. Time, Continuity, and Change

b. apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;

d. systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;

f. apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

IV. Individual Development and Identity

e. Examine the interactions of ethnic, national, or cultural influences in specific situations and events;

h. work independently and cooperatively within groups and institutions to accomplish goals.

V. Individuals, Groups, and Institutions

b. analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;

d. identify and analyze examples of tensions between expressions of individuality and efforts to promote social conformity by groups and institutions;

f. evaluate the role of institutions in furthering both continuity and change.

INTRODUCTION-PURPOSE/RATIONALE

This lesson will show students that the business leadership in Japan currently advocates deregulation of their economy and decentralization of political authority in much the same way that United States business leaders are considering. Concurrently, the uniqueness of Japanese culture and history means that, although Japan and the United States might be heading in the same overall direction, the details of their proposed final outcomes will be somewhat different. Hopefully, the myth of "Japan, Inc."—a monolithic, perfectly functioning, economically impregnable machine—will be revealed as students realize that both the United States and Japan are struggling with the same basic issues as we approach the 21st Century.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This lesson is designed for high school juniors and seniors, although mature younger students might also benefit. Courses into which this lesson could be integrated include economics, comparative government, world history, global studies, and any other course which examines modern, critical international issues.

OBJECTIVES

Knowledge - Students will:

- compare and contrast the business communities' definitions and perceptions of the issue of economic deregulation in Japan and the U.S.
- compare and contrast the business communities' definitions and perceptions of the issue of the decentralization of political authority in Japan and the U.S.

Attitude - Students will:

- see that their solutions to these problems reflect their unique cultural and historical differences.

Skills - Students will:

- engage in critical inquiry.
- make cross-cultural comparisons and contrasts.
- derive meaning from complex analytical writing.
- distinguish between factual and emotional arguments.

TIME ALLOTMENT

2 to 10 class periods, depending on the method of instruction used and the depth of understanding demanded of the student. If the traditional methodology of lecture/limited discussion is used, two days might be enough. If extended student research and reports are used, two weeks might be required. The instructional procedure outlined below assumes the latter approach will be used.

RESOURCES NEEDED

- school library
- Appendix 1: Japan's Economy: 21st Century Challenges (a copy for each student)
- Appendix 2: An Attractive Japan: Keidanren's Vision for 2020 (a copy for each student)

PROCEDURES

A. Distribute copies of Appendices 1 and 2 and have students read them. Check for basic understanding of the content through informal discussion.

B. Divide the class into two groups. Tell one group to research the congressional "Contract with America" and the other group to research the Republican Party Platform of 1996, both of which are available on-line.

In one week they should come to class with summaries of the two documents, focusing specifically on deregulation and decentralization.

C. Designated leaders of the two groups should lead the class in a discussion of similarities between the approaches toward deregulation and decentralization in Japan and the U.S.

D. Lead the class into an examination of how the differences in solutions reflect certain cultural and historical realities. For example, Keidanren calls for a new national capital, while United States leaders would never consider this. Why? Among other reasons, Tokyo is a synthesis of Los Angeles, New York, Boston, and D.C. since it is the center of Japan's entertainment, cultural, financial, educational, and governmental activities.

E. Ask the class to point out other compelling issues which business leaders of both countries should address. For example, a "graying" society is a topic of mutual concern.

F. Conduct a brainstorming session on what this lesson suggests about United States-Japan relations. Do the two countries have more in common than the popular media suggest? Can the two nations work together more closely on common problems? What stereotypes about Japan does this lesson call into question?

ASSESSMENT

- Informal qualitative and quantitative monitoring of student responses.
- A short objective exam on the basic contents of the lesson.
- An essay exam which asks the students to create their own plan for deregulation and decentralization.

EXTENSION AND ENRICHMENT

- Considering that Keidanren and the Republican Party both represent (to a certain extent) the business communities of their two nations, what are some alternatives to deregulation and decentralization? What does the Democratic Party in the United States say about these issues? What do labor unions in Japan think about them? What are the effects of decentralization and deregulation likely to be in both Japan and the U.S.? Who are the winners and the losers if both countries deregulate and decentralize? Or is it a win-win proposition? These are questions which would be appropriate for debate, extended research, and/or an essay exam.

APPENDIX 1
"JAPAN'S ECONOMY: 21ST CENTURY CHALLENGES"

by Lucien Ellington

Despite Japan's recent recession, many Americans consider Japan's economy as equal to or even stronger than our own. Such beliefs cause some Americans to buy the conspiratorial arguments about the "Japanese Threat," found in recent fiction by such authors as Tom Clancy and Michael Crichton. While Japan is a world economic power, the Japanese face problems that are unparalleled since the end of World War II.

Many people believe the United States was once the greatest economy in the world, but beginning in the 1970s the Japanese "caught" the Americans. Today, so the assumption goes, the Japanese are superior and America is on a downward economic spiral. Many Americans also believe that through such practices as permanent employment and the seniority system, Japanese business managers have caused worker productivity to surpass the U.S. First of all, Japan never "caught" the U.S. in an economic sense. From the early 1950s until the Arab oil shocks of the 1970s, Japan experienced one of the most impressive periods of economic growth in recorded history. Still, when Japanese output, per capita income, and productivity are compared to that of the U.S., the latter country is much stronger in most respects.

While together the U.S. and Japan are responsible for between 30% and 40% of world output, the overall output of the Japanese economy is only approximately 42% that of the U.S. Japanese per capita income is 83% that of the U.S. Greater U.S. output of goods and services per labor hour, or higher productivity is a major reason our economy is stronger than that of Japan. The American worker continues in the 1990s to be the most productive in the world, as has been true throughout this century.

While the Japanese enjoyed higher annual productivity growth rates than the U.S. in the 1970s and 1980s, America had such a productivity lead that there was no chance the Japanese could "catch" us in this vital economic index. By the late 1980s, American annual productivity growth rates were again equal to that of Japan. Media pundits misinterpreted the higher annual Japanese growth and productivity rates in certain industries such as automobiles and consumer electronics, and claimed that Japan was more productive and economically successful than the U.S. Productivity concerns constitute one of Japan's major current economic worries. Recently in one of the most accurate measures of productivity, GDP per capita, Germany took Japan's place as second to the U.S. Japan's overall productivity rate is 82% that of the U.S. The United States' biggest productivity lead is in services, but even in manufacturing, Japanese levels are significantly lower than in the U.S. While Japan is more productive in

machine tools, consumer electronics, and motor vehicles, estimates are that Japan is a generation behind the U.S. in the telecommunications and software industries.

Productivity problems are a major reason why Japanese manufacturers now have some of the world's very highest production costs. The irony is that many of the practices that have made the Japanese economy so successful in the past, including strong government involvement in the economy and the permanent employment/seniority system, are now hindering Japan's future international competitiveness.

Government Regulation, Productivity, and Trade Tensions.

During the Meiji Restoration, government policy-makers, while recognizing the superiority of private markets over public production, nevertheless guided Japan's economic development. Throughout the latter 19th century until now, government bureaucrats have enjoyed wide latitude in regulations. This power was helpful when Japan was struggling to be competitive with a few countries such as the U.S. Now the Japanese must compete against the U.S., other already successful East Asian countries, and a host of newly emerging economic powerhouses such as the Peoples Republic of China, Thailand, and Vietnam. An increased competitive environment calls for maximum flexibility in the private sector, but Japan suffers from a stifling level of regulation. Overregulation is a major reason that Japanese consumers pay on average one-third more for goods and services than Americans. Government regulation also drives productivity down as individuals and companies devote an inordinate amount of time to satisfy bureaucrats.

There are numerous examples of Japan's regulatory problems. If a private bank wishes to open a branch bank in a distant locale, it must obtain permission from the Tokyo-based Ministry of Finance. If a local government wishes to move a stop sign, it must obtain permission from the Ministry of Transportation. The Ministry of Health's Food Sanitation Act requires a total of 21 approvals if a store wishes to sell meat, fish, milk, bread, or frozen foods. Government bureaucrats informed Daiei, one of Japan's largest retail chains, that it must apply for two separate permits to sell hamburgers and hot dogs, if the products were displayed in different sections of the same store. The entire retail regulatory system was designed for an economy dominated by small shops.

Because small retailer associations have utilized the political process to erect a thicket of regulations, entrepreneurs who wish to open a large store must secure permits from various local and national government agencies. Prospective investors must file approximately 75 applications relating to 26 different government permits to open a large multi-purpose store.

Japanese regulators even control leisure activities. For example, when a golf club member wants to play, but cannot get a reservation because the club telephone is busy, he or she can invoke 1993 government guidelines that guarantee that all club members are able to play a certain number of times a year. The above examples represent only the barest tip of the iceberg. Regulation both drives productivity down and prices up, and contributes to the ill-will many foreigners feel toward the Japanese. Too many regulations directly contribute to Japan's large trade surplus. While Japan has low official tariffs, many other regulations are written so as to favor Japanese manufactures and specifically prevent foreign access to domestic markets. This type of so-called "informal trade barrier" often will take the form of environmental or consumer safety regulations that are impossible for foreign manufacturers to satisfy. Regulations, such as the large-store-opening-laws, while not intentionally designed to keep foreign goods out, nevertheless have this effect.

In any economy, large firms, because of more sophisticated distribution networks, carry more foreign goods than smaller stores. Due to government regulation, in Japan, there are fewer large stores and consequently, foreign goods available to consumers than in other comparable economies. This condition is a cause of trade tensions.

Currently in Japan a consensus has seemingly emerged that if the country is to remain internationally competitive, raise productivity and lower consumer prices, much unnecessary regulation must be ended.

Are "Lifetime Employment" and Seniority Endangered?

Japanese "lifetime employment" is a 20th century innovation. The first experiments with the concept occurred in the years preceding World War I. A few Japanese companies, in an effort to retain workers, began guaranteeing permanent employment in exchange for loyalty. After World War II, large numbers of Japanese companies began to adopt so-called "lifetime employment." Analysts of the Japanese economy often use quotations with the term "lifetime employment" because only about one-third of workers in the private sector enjoy this benefit. These workers are usually male and are employed in large companies.

While not as widespread as foreigners believe, the impact of "lifetime employment," should not be underestimated either. Even Japanese companies that do not practice permanent employment are more reluctant to lay off workers than U.S. or British firms.

There is no question that "lifetime employment" is one of the reasons for Japan's postwar economic rise. Large companies that utilized this practice were assured of a stable workforce. Also, because the fortunes of workers with permanent employment were tied to the economy, employers were also confident that for the most part their workers would be loyal and hard-working. Perhaps even more importantly, employers who utilize permanent employment practices enjoy a tremendous education and

training advantage compared to either domestic or foreign competition. Since in large companies management has been confident that many employees will still be with the company long into the future, a strong incentive is present to spend a substantial amount of time in education and training.

Despite its past advantages, there is mounting evidence that "lifetime employment" practices are a reason why the Japanese economy now faces long-term problems such as stagnant productivity growth rates and high costs.

While the official Japanese unemployment rate is under 3%, a Sumitomo Research Institute report estimates that the real rate would be over 6% if workers who make little or no contribution to their companies were taken into account. A recent survey of Japan's ten largest companies indicated that every one of these corporations reported significant numbers of workers who were no longer needed, but, were still retained because of their "lifetime employment." The range of surplus workers in each company varied from a low of 5.4% to Nissan's whopping 26.7%. Japan could afford the luxury of unneeded employees when there was little international competition but, as mentioned earlier, the competitive situation has intensified significantly. Japanese companies that are burdened with employees they can't lay off are facing costs that cause great disadvantage in international competition. In early 1994, long-time Japanese industrial leader Toyota, while not ending permanent employment for new workers, became the first large company to create a class of college-educated workers who would be hired without the guarantee of permanent employment. While the Japanese will probably retain more of a commitment to so-called "lifetime employment" than is the case in other capitalist countries, many expect corporate leadership to greatly modify the practice in order to compete better.

The seniority system, through which employee pay is based upon years of service, is closely related to permanent employment. Throughout the economic boom years characterized by heavy manufacturing, the seniority system was good for the Japanese economy. It helped to insure individual long-term commitment to a company. Now that Japan is moving toward high-tech and service industries, serious questions are being raised about the value of the seniority system.

While encouraging loyalty and hard work, the seniority system tends to discourage innovation and risk-taking, the very qualities that are vitally needed in high-tech and service industries. Studies of promotion in Japanese companies illustrate that those who do not fail at tasks tend to get promoted. Employees who are willing to take risks are generally not rewarded. In quick-changing high tech industries such as computer software, telecommunication, and pharmaceuticals, a workforce with a critical mass of risk-takers is essential. Business environments that simply reward those with the most experience are not conducive to the creation of innovators and risk-takers. Japanese business leaders are examining ways to reward workers based on merit instead of seniority.

Barring a major catastrophe such as war, Japan will still be an economic superpower for the foreseeable future. Still, such practices as extensive government regulation of industry, permanent employment, and the seniority system will likely undergo substantial modifications as Japan enters the next century. While deregulation and modification of long-term employment practices is no easy task, the Japanese are capable of devising positive solutions to these structural economic problems. Throughout history adaptability is perhaps one of the most impressive aspects of Japanese culture. The next few years will certainly put the adaptability to the test.

Source: *Japan Digest.* Bloomington, IN: National Clearinghouse for United States-Japan Studies, 1995. Reproduced by permission.

APPENDIX 2
"AN ATTRACTIVE JAPAN: KEIDANREN'S VISION FOR 2020"

by Shoichiro Toyoda

Early this year Keidanren unveiled a blueprint for creating "an attractive Japan" by the year 2020. In reviewing it here, I will begin with why we decided to formulate this vision. Our first consideration was the structural sluggishness in the Japanese economy. The worst slump since World War II, it began with the collapse of the so-called bubble economy and has persisted as the yen has appreciated. Inherently Japan has the potential to maintain a steady expansion of around 3% a year. That is evident in our motivated work force, high educational standards, reservoir of technology and know-how, and high savings rate. The biggest obstacle to making good on that potential is our lack of focus—our lack of national direction—which has engendered a sense of frustration and futility.

A second big consideration was the need to provide Japanese with a spirit of optimism about the future. Last year, I visited the nations of Southeast Asia. I was impressed profoundly by the energy and vitality displayed by their young people, who are hard at work in the task of nation-building. They are excited about what the future holds for their nations. In Japan, by contrast, a survey last year by the Prime Minister's Office revealed that 72.7% of the people are satisfied with their lives. That was the highest indication of complacency ever in such a survey. It says to me that many people are not facing up to the challenges that confront our nation. In the same survey, only 13% of the respondents answered that they expected their lives to get better in the future. Evidently the Japanese harbor serious doubts about the future even as they report they are more or less satisfied with their present lot.

The third consideration was the need to provide a context for debate about reform in individual sectors. At Keidanren, we have been pushing for administrative reform, deregulation, and tax reform for many years. Yet work remains incomplete in all those areas. Part of the reason for the inadequate progress is that the parties concerned are comfortable with Japan's present systems. But another reason has been the failure of us in business to illuminate the potential benefits of loosening and removing regulations and reforming the tax code.

Focus on Five Fields

Turning now to the kind of Japan we would like to see, I would observe that we want it to have a truly affluent and animated civil society and become a state that contributes to global peace and prosperity. In short, we want it to be a dynamic global state. That means being a nation where people and companies can exercise their ideas and energies freely. It means being a nation that is open to the world, one where people adopt a global perspective and shoulder global responsibilities. Japan must hold solid principles in regard to freedom, democracy, human rights, the environment, and free-market economics. We must articulate clearly to ourselves and the world the international responsibility we accept in accordance with those principles. And we must fulfill that responsibility.

We need a very different kind of social framework to support the very different demographics that will prevail in 2020.

Our vision accompanies such general themes with focused emphases. These address the five fields of the economy and technology, politics and government, foreign affairs and international exchange, education, and business. While I will not get specific, I would note that this section of the vision, which carries the weight of wide-ranging input from the business community and has a host of concrete policy proposals, forms the core of our blueprint for making Japan more attractive.

I might add a word about why we targeted the year 2020. The Ministry of Health and Welfare projects that in the context of a graying society and declining birthrate, the population of the elderly (65 or over) will peak in 2021. Before that, in 2010, the entire population will peak. So we need a very different kind of social framework to support the very different demographics that will prevail in 2020. And we need to have that framework in place by around 2010. We must work especially hard over the next 15 years on new systems and infrastructure, for that is when we will be able to draw on the biggest pool of vigorous, working-age people.

Action 21

With such thought in mind, we have added to the vision an action agenda incorporating the most urgent and essential reforms. Since it covers 21 tasks for the twenty-first century, it is known as "Action 21." These tasks are grouped under 10 agenda items. As space is limited, I will comment on only 5, the ones we are devoting special priority to at Keidanren.

Our top priority is deregulation. Today, Japan has a lot of regulations that restrict market entry and capital spending in the name of managing the balance of supply and demand. Our vision calls for eliminating all of them by the year 2000. It also calls for eliminating at least half of the price controls and other regulations of a purely economic nature by that year. And it calls for eliminating essentially all economic regulations by 2010.

Tax reform comes next. We are calling for reducing the direct-taxation portion of total national taxes from about 70% at present to around 50%. That is, we are calling for lowering income taxes and corporate taxes to levels typical of other industrial nations. If Japanese companies are to maintain their vitality in the emerging age of global competition, reducing the corporate tax burden is absolutely essential. Similarly, we must reduce income taxes to a level that does not dissuade individuals from exercising their full talents and ambition.

But obviously Japan must invest heavily in social and economic systems and infrastructure to meet future needs. To raise the necessary revenue without building up the government debt, we propose a hike in the consumption tax, which is currently set at 3%. Calculations we have made show that by lifting this tax by stages to 10% or 12% Japan can reduce its reliance on government bonds to zero by or before 2020 while lowering the share of direct taxes to roughly 50%.

Third, Action 21 proposes relocating the nation's capital to provide a symbol of the new Japan. We want construction to start on the new capital by 2000, and we hope to see the first Diet session convene there by 2010. Building a new capital will offer an excellent opportunity to overturn the old systems of excessively centralized government. For we will be accompanying the capital's construction with administrative reform, deregulation, spending reform, and the devolution of power to local governments.

Keidanren's 50th Birthday

Fourth, we must rebuild Japan's money and capital markets and its overall financial system. Japan simply must have financial markets that are up to the standards of an international financial center. Our vision calls for shaping a financial system based on market principles. Basically, that means pushing ahead with financial deregulation. And it calls for promoting the yen as an international currency.

The fifth priority is strengthening Japanese diplomacy. For Japan to shoulder the global responsibilities incumbent upon it, we must promote free trade and investment, lead initiatives in the Asia-Pacific Economic Cooperation forum, and maintain our role as the world's leading donor. Japan needs to play a leadership role in addressing global issues, and it must foster individuals who can function effectively in international organizations and other such settings.

I must acknowledge that reforming social and economic systems will entail some pain. Our path will present many obstacles. But it most certainly is the path to achieving an attractive Japan.

We at Keidanren are positioning this vision as the fundamental benchmark for all our activities. We will be doing everything possible to make good on it. And every four years, we will review and revise it to accommodate changing circumstances, soliciting the views and advice of a wide range of people in Japan and around the world.

Finally, let me note that Keidanren turns 50 this August. I am proud and gratified that we are able to commemorate that historic milestone with this long-term vision for Japan.

Source: *Japan Update.* Tokyo: Keizai Koho Center, May, 1996, pp. 6-8. Reproduced by permission.

TOPIC

Comparing Capitals: A Tale of Two Cities

by Brenda G. Smith
Mississippi Department of Education, Jackson, Mississippi

NCSS STANDARDS – THEMATIC STRANDS

III. People, Places, and Environments

g. describe how people create places that reflect cultural values and ideas as they build neighborhoods, parks, shopping centers, and the like;

h. examine, interpret, and analyze physical and cultural patterns and their interactions such as land use, settlement patterns, cultural transmission of customs, ideas, and ecosystem changes;

i. describe ways that historical events have influenced and have been influenced by physical and human geographic factors in local, regional, national, and global settings.

IV. Individual Development and Identity

b. describe personal connections to a place—as associated with community, nation, and world.

V. Individuals, Groups, and Institutions

b. analyze group and institutional influences on people, events, and elements of culture.

INTRODUCTION – PURPOSE/RATIONALE

This lesson was designed to be a comparative study of the capital cities of Japan and the United States. Although half a world apart, each capital city represents a country, its people, and its history. Each capital city has an interesting history of development and stands as a symbol of its respective country.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This lesson is designed with middle school students in mind. Portions of the lesson could be extended for high school students or reworked for elementary students. Elementary students could understand the comparison of national monuments in Japan and the United States. They could also compare the monuments to community and state monuments. High school students could do more research into additional cultural, political, or economic areas of comparison between Japan and the United States.

OBJECTIVES

Knowledge – Students will:

- list the differences between Tokyo and Washington, D.C.
- describe the differences in the history, founding, and geography of Tokyo and Washington, D.C.
- compare and contrast the significance of buildings in Tokyo and Washington, D.C.

Attitude – Students will:

- recognize the significance of a capital city.
- appreciate how Tokyo and Washington, D.C. reflect the cultures of Japan and the United States respectively.

Skills – Students will:

- practice analyzing the monuments of Tokyo and Washington, D.C., in order to understand the culture.
- complete a map exercise.
- prepare a paper which identifies buildings of each capital and the significance of each building.
- learn to compare and contrast cultural elements of Tokyo and Washington, D.C.

TIME ALLOTMENT

One to two class sessions or several more, depending on the extension activities and the depth of study the teacher decides upon.

RESOURCES NEEDED

- Appendix 1: A Tale of Two Cities (a copy for each student)
- Appendix 2: Information Retrieval Form (a copy for each student)
- Appendix 3: Teacher Resource (a copy for each student)
- Appendix 4: Maps of Tokyo and Washington, D.C. (a copy for each student pair)
- reference materials such as encyclopedias, world atlases, and other related books
- an overhead projector and transparencies

PROCEDURE

A. Brainstorm with students current capital cities in the world. Ask the students what they know about these cities and their symbols.

B. Give each a set of handouts, Appendix 1: A Tale of Two Cities. Have each student read the handouts. Students should then collaborate in pairs to create a timeline comparing the histories of the capital cities and to complete Appendix 2.

C. To reflect on the information students have learned, the teacher should lead a classroom discussion of the following items:

- What do the capital cities have in common?

- What are some differences between the capital cities?
- Why do so many people visit capital cities? (Other questions should be generated by the teacher and students.)

D. Using an overhead projector, show transparencies of the pictures in Appendix 3: Teacher Resource. Have students list adjectives to describe each set of pictures. The teacher should lead a group discussion asking students to explain why they chose these adjectives. The teacher should then distribute Appendix 3 so that students can familiarize themselves with these buildings. Students should be able to identify the buildings projected on the screen.

E. Distribute Maps of Tokyo and Washington, D.C. to the student pairs. Have them list the similarities and differences found on the two maps. Students should then mark the locations of the buildings discussed earlier in the lesson.

F. The teacher should end the activity with a discussion of the handouts. Possible questions to be asked are as follows:

- What do capital cities represent?
- Why was the location chosen?
- How have the capital cities changed from their founding to the present?
- Why do so many people live in and around a capital city?

ASSESSMENT

- Students should be able to compare and contrast the foundings, location, and histories of Tokyo and Washington, D.C.

B. Students should demonstrate the ability to use geography skills.

EXTENSION AND ENRICHMENT

- Have the students debate the advantages and disadvantages of moving both capital cities to a more geographically centralized location within each respective country.
- Have students research other political and cultural symbols of the United States and Japan. They should research the history and significance of the symbols.
- Have students create travel brochures for each of the capital cities. They should include information that a tourist would need including customs, costs, sites to visit, and food.
- Have students plan a trip to Washington, D.C. and Tokyo. They will need to know passport application procedures, appropriate attire, customs, language, and money conversions. They need to create a budget and a trip itinerary.

SUPPLEMENTAL RESOURCES

Cobblestone. Volume 17, Number 1 (January 1996)

APPENDIX 1:
A TALE OF TWO CITIES

Washington, D.C.

The location of the capital city, Washington, D.C., was a political compromise. The southerners and New Englanders disagreed on the location due to the political importance of the selection of the new capital site. On July 17, 1790, President George Washington signed an act to create a special capital city for the people on the Potomac River. The president chose the exact site for the new capital at the fork in the Potomac River—not far from Mount Vernon, his home. The new capital was named Washington in September 1791.

In January 1791, President George Washington selected an engineer and artist, Pierre L'Enfant, to create the new federal city. President Washington and L'Enfant toured the swampy site together, and L'Enfant convinced the President to support a larger capital than had been originally conceived.

Washington was a small backward village at the end of the Civil War rather than a major city. In fact, many foreign ambassadors assigned to Washington, D.C. received hardship pay. Between 1860 and 1870, the population of Washington, D.C. had increased by more than 75 percent. Still, there were no paved or lighted streets and there were open sewers throughout the capital. Barnyard animals, particularly pigs, roamed the nation's capital, as well.

In 1873, Alexander Shepard began to create a modern city from a war-torn, dirty village. The governor of the territory, Shepard paved approximately 106 miles of road, added 3,000 gas street lights and laid 34 miles of pipe to provide drinking water to Washington, D.C. homes.

In the decades that followed, Washington, D.C. continued to grow but kept relatively close to L'Enfant's original geometric design. New agencies, new buildings, and thousands of civil servants flocked to Washington, D.C. during the World War I and II eras. New monuments, museums, and parks continue to appear in the nation's capital. Today, Washington, D.C. is an exciting city of 674,000 people with 3,000,000 living in surrounding Maryland and Virginia.

Tokyo

Originally called Edo, the city of Tokyo has been inhabited since ancient times. The city began as a fishing village and did not become the capital until 1868. Edo developed into a city during the Tokugawa period (1603-1867), when it became the capital for the Tokugawa shogunate. Although it was considered by many to be the capital, the Imperial family did not move to Edo. The Imperial family remained in Kyoto, the ancient capital city. In 1868, during the Meiji Restoration, the capital was moved to Edo. Edo was renamed Tokyo, meaning "eastern capital". With the Imperial Palace as the center surrounded by the samurai merchants, artisans, farmers, and fishermen, Tokyo grew from the center like a spider web.

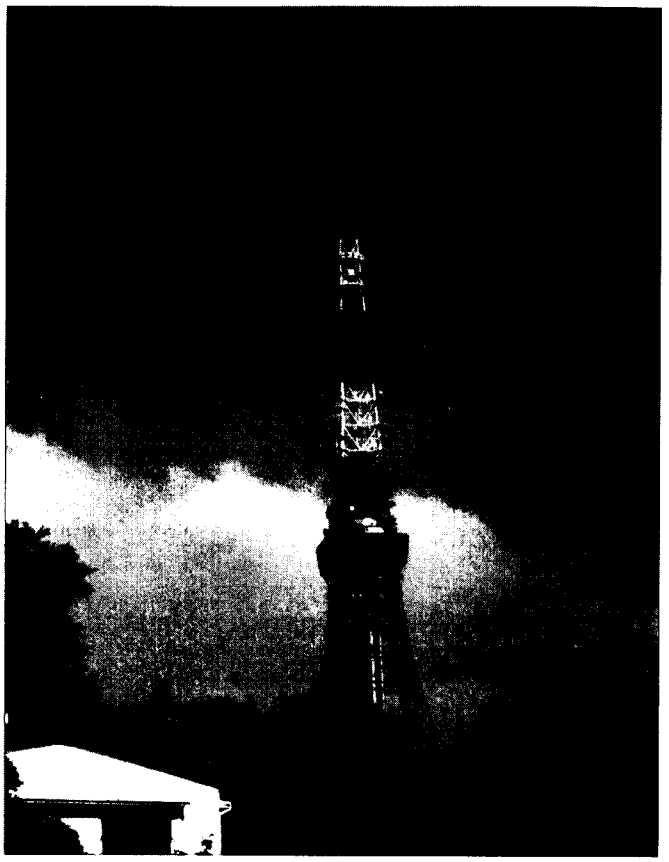
Tokyo has been almost destroyed twice. An earthquake in 1923 and air raids during World War II leveled the city. Many had hopes that the winding, confusing streets, and buildings would be rebuilt with a better plan. Using Washington, D.C. as an example was even suggested. However, the city was rebuilt both times in the previous pattern which was based upon protection from invasion.

Tokyo is divided into twenty-three wards which stand on a low alluvial plain between upland hills. Each ward is actually a village, and even smaller districts exist within the wards. Several well-known districts are situated near the Imperial Palace. The Ginza district is to the south and is famous for its bright lights and shopping. The Marunouchi district is the heart of Tokyo's business and financial center.

Between 1960 and 1980, the city gained nearly 2,000,000 people. The city of Tokyo now has over 8,000,000 inhabitants and covers 223 square miles.

APPENDIX 2
INFORMATION RETRIEVAL FORM

City	Date Founded	Location (Absolute and Relative)	Reason Selected as the Capital	Founder/Designer	Nearby Water	Current Population
Tokyo						
Washington, D.C.						

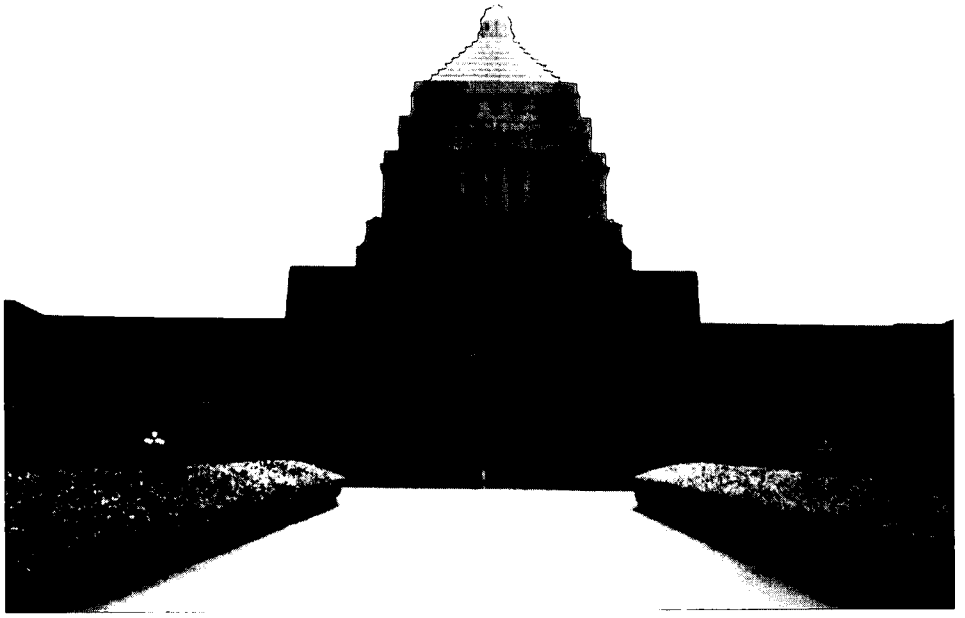


Tokyo Tower

Tokyo's tallest structure, Tokyo Tower hosts radio and television broadcasting studios. The Tower stands 1½ miles south of the Imperial Palace and 1,092 feet tall. Tokyo Tower, with its two observatory platforms, is an excellent place to view the beauty of Tokyo.

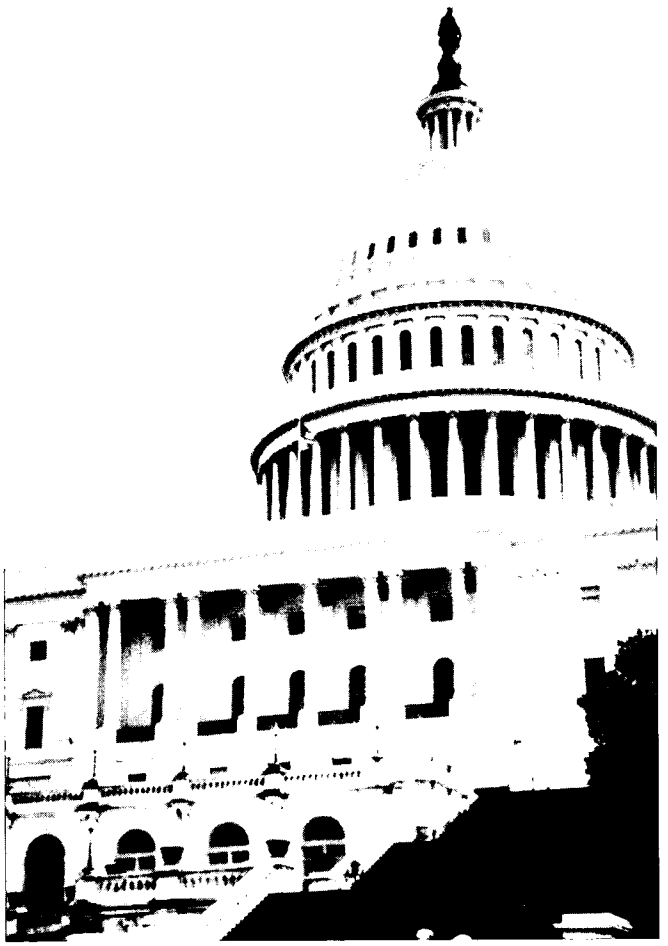
Washington Monument

Construction of the Washington Monument began in 1848 and was completed in 1884. A tribute to President George Washington, the monument rises 555 feet above the capital city.



National Diet Building

The National Diet Building was completed in 1936 after 17 years of work. Standing southwest of the Imperial Palace, the building is a concrete and granite structure with a tall central tower. The building is the meeting place of Japan's Diet (Parliament).



United States Capitol

Construction of the United States Capitol began when George Washington laid the cornerstone in 1793. The building was completed in 1827 and became the home of the United States Congress.

Imperial Palace

The Imperial Palace became the official residence of the Imperial family in 1868. The Imperial Palace is more than a building; it is a complex consisting of a 2520-acre fortress, which includes many gardens, a series of moats, trails and bridges, and many official units. The Palace was built in 1590 by Ieyasu Tokugawa. It was built as a fortress for the lord, and did not become the residence of the emperor until Emperor Meiji moved his court from Kyoto to Edo (renamed Tokyo).

Presently, only two (2) of the twenty-eight original buildings remain. At present, the Imperial Palace is open only twice a year, December 23 (Emperor's Birthday) and January 2 (New Year's Day). However, a portion of the Imperial Palace is open to the public all year long.

The White House

As the official residence of the President of the United States, the house at 1600 Pennsylvania Avenue serves as a symbol of all American homes. Burned by the British in 1814, the White House has been rebuilt and restored. Although much of the building is open for tours, the private quarters of the first family and the Oval Office are not.

Meiji Shrine

Dedicated to the first modern emperor, the Meiji Shrine is a popular landmark. About three miles southwest of the Imperial Palace, the shrine is dedicated to the memory of the Meiji Emperor who is still remembered as being the first to make the emperor the symbol of the nation.

Lincoln Memorial

Completed in 1922, the Lincoln Memorial stands as a tribute to Abraham Lincoln, sixteenth President of the United States. A symbol of freedom and national unity, the Memorial is a popular landmark.

ADDITIONAL STRUCTURES TO RESEARCH

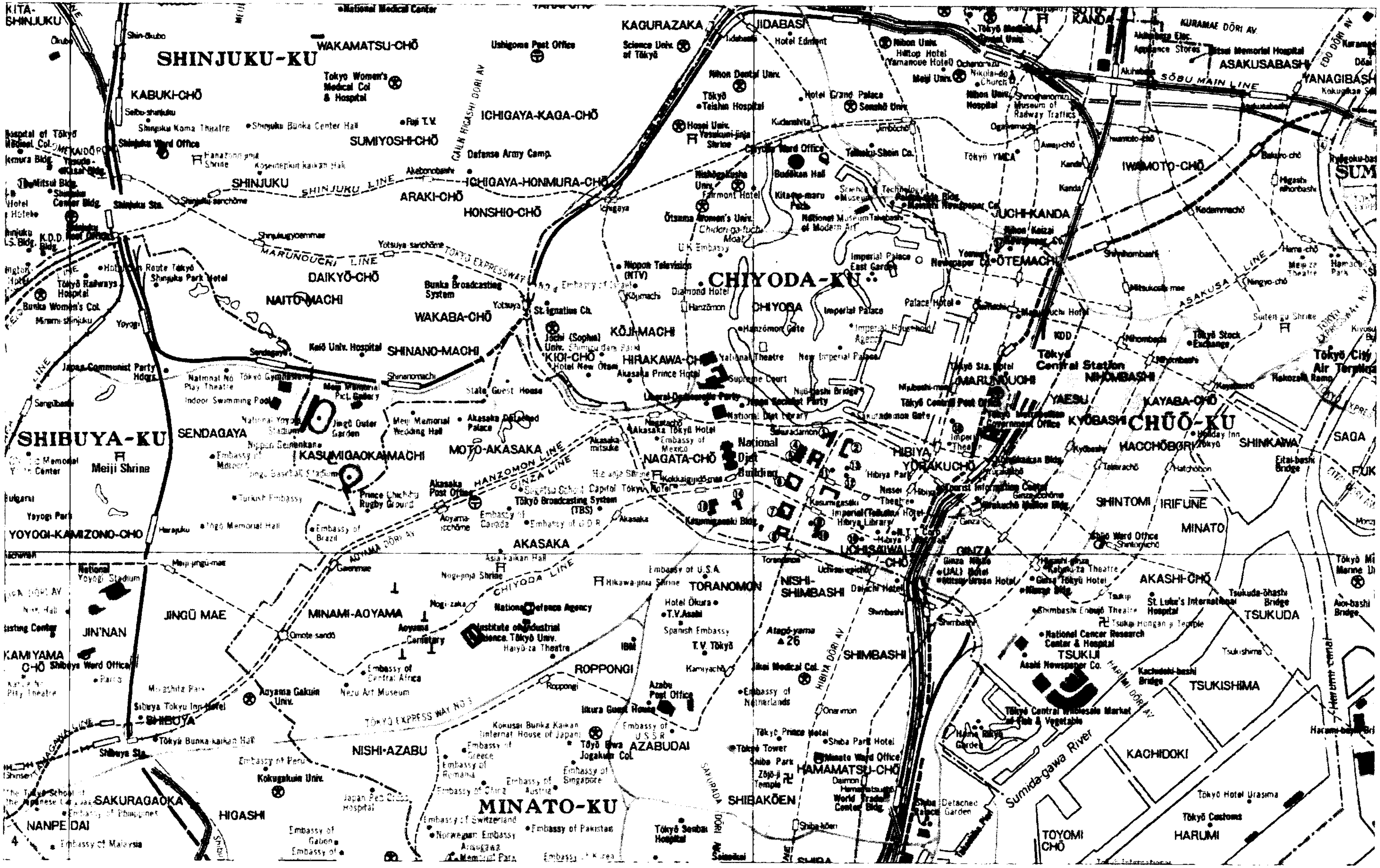
Yasukuni Shrine

Yasukuni Shrine is located northwest of the Imperial Palace. Drawing a huge crowd of Japanese to a special festival in April and October, the shrine was created in memory of the war dead. It contains an honor roll of 2.4 million souls of Japanese who gave their lives in defense of Japan. The shrine is also a controversial place. Many Japanese feel that the shrine is also dedicated to war criminals because many of Japan's top military personnel from World War II are buried there.

Tokyo Kokuritsu Hakubutsukan (Tokyo National Museum)

The Tokyo National Museum, a series of four buildings, is one of the world's great repositories of East Asian art and archaeology. The Museum houses sculptures from as early as 3500 to 200 B.C., as well as paintings, scrolls, masks, wood-block prints, calligraphy, textures, ceramics, swords, armor, and countless treasures of Eastern art.

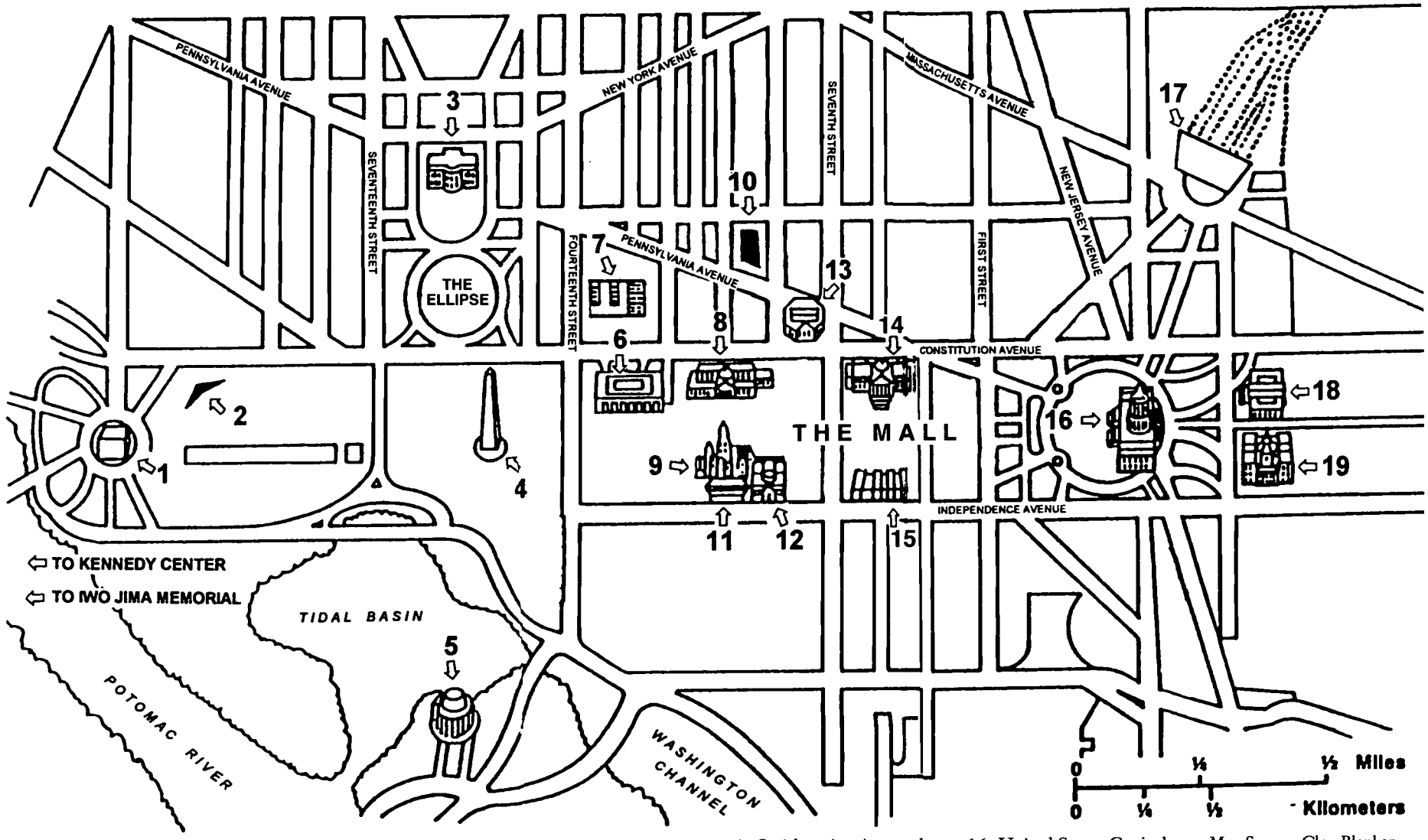
APPENDIX 4
MAP OF TOKYO



Reproduced by permission from *Teikoku's Complete Atlas of Japan*, published by Teikoku-Shoin Co., Tokyo, Japan.

156

157



Map Key

1 Lincoln Memorial
2 Vietnam Memorial
3 The White House
4 Washington Monument
5 Jefferson Memorial
6 Smithsonian Museum of American History
7 Holocaust Museum
8 Smithsonian Museum of Natural History
9 Smithsonian Institution Headquarters, "The Castle"
10 FBI
11 Freer Gallery of Art
12 Smithsonian Arts and Industries Building
13 National Archives
14 National Gallery of Art
15 Smithsonian Air and Space Museum
16 United States Capitol
17 Union Station
18 United States Supreme Court
19 Library of Congress

Map Source: Glen Blankenship. *A Kid Like Me Across the Sea: A Look Into the World of a German Child.* Bonn, Germany: Inter Nationes, 1994, pp. 110-111. Copyright © 1994 by Inter Nationes, Bonn, and Goethe-Institut New York. Used by permission.

TOPIC

Why Has the Peace Movement Remained So Strong in Hiroshima?

by Libby Tudball
Faculty of Education, Monash University, Melbourne, Australia

NCSS STANDARDS – THEMATIC STRANDS

I. Culture

b. explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

II. Time Continuity, and Change

d. identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility or sources, and searching for causality;

e. develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

X. Civic Ideals and Practices

e. explain and analyze various forms of citizen action that influence public policy decisions.

INTRODUCTION – PURPOSE/RATIONALE

"Welcome to Hiroshima, City of International Peace and Culture" is the slogan on official Hiroshima tourist office publications today. War and conflict remain endemic in many parts of the world, yet many of this generation of young people know little about the causes and effects of World War II, or the power of peace movements.

Hiroshima was the first city to be destroyed by an atomic bomb. On August 6, 1945, nearly the entire city was wiped out; and following the war, the city emerged from ruins to rebuild itself as a city of peace. It is not the purpose of these lessons to dwell on the atomic bomb blast itself, but rather to consider the strong peace movement which arose and has been maintained.

Towards the year 2000, the quest for world peace and the desire to end nuclear weapons testing remains a primary value in the hearts and minds of the people of Hiroshima and elsewhere around the world. Today, the Peace Memorial Park and Museum and many annual activities in the city of Hiroshima are key symbols of the plea for everlasting peace. This lesson will encourage students to answer the key question, "Why has the peace movement remained so strong in Hiroshima?" and to think more about the issue of world peace.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This lesson was developed for use in the middle grades, in conjunction with a variety of courses, especially those in the social studies and language arts.

160

OBJECTIVES

Knowledge – Students will:

- develop an understanding of the values underpinning the peace movement.
- analyze and understand the reasons for the development and maintenance of the peace movement in Hiroshima and make judgements about those reasons.

Attitude – Students will:

- empathize with people's differing attitudes toward the peace movement.

Skills – Students will:

- read, interpret, and analyze information, present opinions, and draw conclusions.

TIME ALLOTMENT

Approximately three class sessions or more, depending on the introduction and extension suggestions used and whether the learning activities are all worked through as individual tasks within the class or assigned as tasks for students working in pairs or groups.

RESOURCES NEEDED

- Appendix 1: A Message of Peace to the World
- Appendix 2: Community Action Groups
- Appendix 3: Sadako and the Thousand Paper Cranes
- Appendix 4: Annual Peace Events
- Appendix 5: Anti-Nuclear Movements in Hiroshima
- Appendix 6: The Visit of Pope John Paul II

PROCEDURE

A. Before working through the information and tasks in the appendices, as a class, establish existing student knowledge about World War II, the dropping of the bombs on Hiroshima and Nagasaki and the peace movement through a teacher-led discussion of these questions and activities.

In a quick class quiz, answer questions about World War II including:

- Who was involved and why? What events led to the Pacific War? Why were the decisions made to drop the atomic bombs? (Teachers could include more detailed analysis, and use the gaps in knowledge and

questions raised by the students as the basis for data collection.)

- What do you already know about what happened in Hiroshima on August 6, 1945?
- Is there any evidence of commemoration of the dropping of the atomic bomb on August 6 in your local area?

Record answers on the board to build a timeline, a narrative story and an analysis of what happened on that day and discuss the aftermath.

If class knowledge is limited, do some more detailed library research and class activities to find out about the background of the Pacific War, the impact of the A-bomb, at the epicenter and further out, on the city of Hiroshima, including buildings and people, and study the aftermath.

B. Talk about the reasons why nations build war and peace memorials and initiate other memorial activities after wars, and why there are sometimes arguments for and against these memorials.

C. Together, as a class, work through the information in the appendices and complete associated activities, or divide the tasks up amongst the class, working in pairs or groups. Then share student findings in a whole-class discussion of the focus question, "Why has the peace movement remained so strong in Hiroshima?"

ASSESSMENT

A range of assessment tasks could be applied to this lesson, including the following:

- Criterion-based assessment, where satisfactory completion of all tasks constitutes successful completion, could be used. Degree of success could be graded according to the quality of the answers.
- Oral presentations of the responses to the tasks, either as individuals or as groups
- A written essay on the topic
- Poster presentations of the ideas with students writing slogans and captions calling for peace
- Student creation of a video on the topic

EXTENSION AND ENRICHMENT

- The sources found here tell only a small part of the story of the peace movement in Hiroshima. Find out more about the annual Hiroshima Flower Peace Festival which attracts over a million people. What other events in the city repeat the call for peace every year?
- John Hersey's book, *Hiroshima* (Penguin, 1946) is a widely read report of the aftermath of the A-bomb. The 1985 edition, available in paperback, provides further discussion of the bombing. Find out what new evidence and topics of discussion are included in this edition.
- While a desire for peace is evident today, the debate about whether or not the bomb should have been dropped on Hiroshima to expedite the end of the war and to give rise to the anti-nuclear arms movement continues. Divide the class and assign library research on the arguments for and against the use of the A-bomb and all nuclear arms. You could include the debate which arose over French nuclear tests in the Pacific in 1995 and at other times.
- The *hibakusha* (A-bomb survivors) have been far more willing to tell their stories in recent years. In many ways this has enhanced the peace movement as well as their own recovery from the trauma and discrimination they have suffered. Read about some of their life experiences and suggest reasons why their stories could aid the peace movement.
- Peace movements have been strong in other countries and have focused on other conflicts and threats. As a class project, list and then research some other examples of peace movements which could include the response to World War I, the Korean and Vietnam Wars, and the conflict in Northern Ireland.
- Today, nuclear weapons are capable of destruction many times greater than the Hiroshima and the Nagasaki bombs combined. As a class, compose an argument that could be sent to leaders of countries that have nuclear weapons. Argue against the continued existence of nuclear weapons.
- Present memorial services to your school assembly on the anniversaries of the Hiroshima and Nagasaki A-bombs.

SUPPLEMENTAL RESOURCES

Coerr, Eleanor. *Sadako and the Thousand Paper Cranes.* New York: Putnam, 1977.

Days to Remember: An Account of the Bombings of Hiroshima and Nagasaki. Tokyo: Hiroshima-Nagasaki Publishing Committee, 1981.

Peace Cranes. Sanyusha, 1995.

Peace Resource Center, Wilmington College, Pyle Center Box 1183, Wilmington, OH 45177 (USA). Tel. 937-382-5338; Fax 937-382-7077. This center offers a book purchase service, audio-visual rentals, circulating libraries in both English and Japanese, and a research collection on the immediate and long term effects of the 1945 atomic bombings of Hiroshima and Nagasaki.

Quayle, Paul. *Hiroshima Calling.* 1995. Available from the author. Contact Paul Quayle, Transnet, 1-4-3-401 Kamiyacho, Naka-ku, Hiroshima 730, Japan; Fax: 011-81-82-245-2051. This publication is highly recommended as a valuable resource for any class studying the peace movement in Hiroshima and is the main source of many of the documents in this lesson.

APPENDIX 1
A MESSAGE OF PEACE TO THE WORLD

When the atomic bomb was dropped on Hiroshima on August 6, 1945, the area within a two kilometer radius of the epicenter was destroyed. It is estimated that between 130,000 to 140,000 people died from injuries related to the bombing within the first few months, and countless others in subsequent years.

Since 1945, Hiroshima's message to the world has been one of love and peace. Monuments expressing this simple message abound everywhere in the Peace Memorial Park and along Peace Boulevard. Outside the Peace Memorial Museum, the Flame of Peace continues to burn until that day when nuclear weapons are forever banished. An inscription, "Let all the souls here rest in peace: for we shall not repeat the evil," is carved in the rounded granite surface of the Memorial Centograph, which is also inscribed with the names of all the known victims of the bombing. The Hiroshima City Council decided in 1966 to preserve the A-bomb dome, which is the bombed out remains of the Prefectural Industrial Promotions Hall. The fund-raising campaign for these preservation efforts receives international support. Today, the A-bomb dome is a symbolic and silent tribute, preserved forever in its damaged state.

[Source: *Hiroshima Guide*. Hiroshima City Tourist Association, 1995.]

The Hiroshima Peace Memorial Museum's personal headset recording ends with.... *"Please listen carefully. In a deep and silent voice, these remains have a story to tell. They speak of the tragedy of war and a pledge for peace.... It's the cry of human lives sacrificed for peace."*

[Source: Hiroshima Peace Memorial Museum.]

Tasks: Choose one of the following:

1. Imagine that you had a relative who died in the A-bombing. Write a paragraph which states your opinion of peace monuments. Share your composition with the class.
2. You are against the idea of memorials that are in any way linked to World War II. You believe that the war should be forgotten. Compose your arguments and present them to the class.

APPENDIX 2
COMMUNITY ACTION GROUPS

In September 1977, a committee called the "Japanese Citizens to Send Gift Copies of a Photographic and Pictorial Record of The Atomic Bombing to Our Children and Fellow Human Beings of the World" (Hiroshima-Nagasaki Publishing Committee) was established by a group of about 100 people including prominent movie directors, writers, journalists and ordinary citizens. The record was translated into many languages and sent to United Nations organizations, leaders, and institutions in more than 120 countries. The committee held an exhibition of photographs throughout Japan and in more than 40 cities in the United States, the former USSR, and Europe. They produced seven films using film footage previously unavailable to the public. In 1983, this committee became the Japan Peace Museum, whose primary aim is to gather, preserve, and send out materials regarding war and peace in the world. Some of their activities have included the publication of a series, *Illustrated Children's Books for World Peace* (1990), the organization of The 1991 World Peace Film Festival, and the publication and distribution of a photo document of the effects of radiation to be entitled *Save the Planet: An Appeal from Hibakusha Around the World.* All these activities are funded completely by ordinary citizens.

[Source: *Days to Remember: An Account of the Bombings of Hiroshima and Nagasaki.* 1995.]

Tasks:

1. List the different types of activities which the Hiroshima-Nagasaki Publishing Committee has been involved in and then consider why they chose these various activities.
2. List some of this organization's key objectives.
3. Write a paragraph explaining how important you think these activities are to the peace movement.

APPENDIX 3
SADAKO AND THE THOUSAND PAPER CRANES

In the Children's Peace Memorial area of the Peace Park, there is a poignant memorial that has come to symbolize Sadako, the young girl who died of leukemia at the age of ten as a result of the A-bomb. It is one of the most moving tributes in the Peace Park. Sadako tried to fold 1000 paper cranes, a symbol of longevity and happiness, in the hope that if she achieved her goal she would recover. She died after folding 644 cranes, but the children from her school folded the remaining 356 to be buried with her. This story inspired a national and international enthusiasm for crane folding in Sadako's memory which continues today. People of all ages come from all over the world to place paper cranes at the Children's Peace Memorial.

"Sadako's friends began to dream of building a monument to her and all children who were killed by the bomb. Young people throughout the country helped collect money for the project. Finally their dream came true. In 1958, the statue was unveiled in the Hiroshima Peace Park. There is Sadako, standing on the top of a granite mountain of paradise. She is holding a golden crane in outstretched hands.... Sadako will live on in the hearts of people for a long time.... The Folded Crane Club was organized in her honor.... Their wish is engraved on the base of the statue: 'This is our cry; This is our prayer, peace in the world.'"

[Source: Excerpts from *Sadako and the Thousand Paper Cranes*]

Tasks:

1. Sadako's story has been widely published in many languages. Read her story and write a paragraph explaining what her story has added to the peace movement. Why do you think that so many children world-wide still make paper cranes and send them in Sadako's memory?
2. In 1990, a group of children in Los Alamos, New Mexico, the birthplace of the atomic bomb, formed a committee to build a peace statue in their home town. They collected signatures from more than 11,000 children around the world who wanted to show unity in the cause for peace. Find out what happened to this dream. Explain in writing why there were some people in Los Alamos who were against the building of the statue. First, consider how you might go about researching this issue. Is there more than one way to gain this kind of information? Talk about the steps you went through when you have found the answers.

APPENDIX 4
ANNUAL PEACE EVENTS

Peace Memorial ceremonies are conducted on August 6th of every year. Citizens of Hiroshima reverently pause for a few moments of silent prayer at 8:15 to pray for the peaceful rest of all the A-bomb victims. At 8:23 A.M., 1,500 doves are released, and throughout the day, flowers and prayers are offered by school children, distinguished guests and people of all ages. In the evening, the *torona-gashi* (lantern floating) ceremony is held. Brightly colored lanterns with A-bomb victims' names written on them are lit with candles and floated along the river out to sea, from this earth to the spiritual realm. At the base of the A-bomb dome, unofficial gatherings take place, including a "Die-in" at 8:15 A.M. (the exact time of the bombing).

[Source: *Hiroshima Calling*. Paul Quayle, 1995]

Tasks:

1. Write a short paper that incorporates responses to the following questions:
   - What rituals and symbols are part of the annual peace events?
   - What thoughts might participants have while taking part in the "Die-in?"
   - How would events such as this vitalize the peace movement?

APPENDIX 5
ANTI-NUCLEAR MOVEMENTS IN HIROSHIMA

Mr. Ichiro Moritaki, a *hibakusha* (A-bomb survivor) who lost his right eye due to the A-bomb, sat for an hour at the Memorial Cenotaph each time there was an atomic bomb test anywhere in the world—475 times. He was 92 years old at the time of his last protest in July 1993. He wore a sash which read, "No more nuclear tests." He died in 1994.

[Source: *Hiroshima Calling*. Paul Quayle, 1995]

Tasks:

1. Write a paragraph in response to the following questions:
   - How do you think *hibakusha* like Mr. Moritaki would feel each time they heard the news that more nuclear tests were to be conducted?
   - Why do you think Mr. Moritaki kept protesting?

APPENDIX 6
THE VISIT OF POPE JOHN PAUL II

"War is the work of man. War is the destruction of human life. War is death. To remember the past is to commit oneself to the future. To remember Hiroshima is to abhor nuclear war. To remember Hiroshima is to commit oneself to peace."

[Source: Pope John Paul II, during his visit to Hiroshima on February 25, 1981.]

Tasks:

1. In your own words, explain either in writing or orally what the Pope's message is. Is he encouraging the peace movement in Hiroshima? Explain your answer.

TOPIC

Food: It's More Than What You Eat

by Elizabeth A. Wood
Jolley Elementary School, Vermillion, South Dakota

NCSS STANDARDS - THEMATIC STRANDS

I. Culture

a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;

e. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

IV. Individual Development and Identity

e. identify and describe ways family, groups, and community influence the individual's daily life and personal choices.

VII. Production, Distribution and Consumption

e. describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services;

h. describe the relationship of price to supply and demand.

IX. Global Connections

a. explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding.

INTRODUCTION - PURPOSE/RATIONALE

Japan has maintained many of its cultural traditions but, as part of the global society, it has been influenced by other cultures. This lesson will provide elementary school students with an exposure to Japanese food during the study of a unit on Japan. It will also allow elementary students in the United States to explore foods being imported from other parts of the world, specifically Japan. Through use of Japanese food advertisements, Japanese food vocabulary, multiple teaching strategies, and the World Wide Web, elementary students will learn about the variety of food in the Japanese culture.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

This lesson provides activities to be developed with children in grades 3-5.

OBJECTIVES

Knowledge - Students will:

- describe traditional types of Japanese food and identify characteristics which make them unique to Japan.
- write in Japanese (*romaji*-Roman alphabet) the names of commonly eaten foods.
- pronounce the names of commonly eaten foods.
- describe the daily eating habits of Japanese elementary students.
- hypothesize why Japanese elementary students and their families are eating more Western types of food such as pizza, hamburgers, and fried chicken.
- study a Japanese newspaper food ad and convert the food prices in yen to U.S. dollars.
- describe how Japanese display food and explain how this reflects their culture.

Attitude - Students will:

- gain an appreciation of Japanese food through eating and preparing food.
- understand how food and culture are interrelated.

Skills - Students will:

- prepare Japanese foods and orally explain the ingredients, preparation steps, and proper etiquette of eating.
- plan, organize, and implement a program for parents focusing on selected cultural elements.
- use the World Wide Web to connect to Japan-based home pages to download Japanese recipes and other food-related materials.

TIME ALLOTMENT

3 to 5 class sessions

RESOURCES NEEDED

- Appendix 1: KWL and Venn diagrams
- Appendix 2: Japanese Food Vocabulary
- Appendix 3: Japanese Food Newspaper Ads
- Appendix 4: Use of Chopsticks
- chart paper
- chopsticks (purchase locally)
- computer
- World Wide Web server and appropriate software

PROCEDURE

A. Initiate students' interest in Japanese foods by having them list what they know about Japanese food while using the What I Know, What I Want To Know, and What I Have Learned (KWL) strategy (Appendix 1). The What I Have Learned section will be utilized at the end of the lesson as an assessment procedure. Under the What I Know category, have students individually list familiar Japanese foods, Japanese foods

they have eaten, Japanese food ingredients, Japanese foods found in local grocery stores, Japanese eating utensils, and Japanese recipes and food preparation in their homes. After finishing this assignment, students should complete the What I Want To Know category.

B. Divide the class into communication groups of three and have them compare their individual lists. Each group will then make one chart which reflects its results. Use markers and chart paper, then post completed charts on room walls.

C. Each group will explain its chart orally to the class. Allow time for questions and answers.

D. Plan a field trip to a local grocery store to research the availability of food products imported from Japan. Prior to the field trip, arrange for the store manager to inventory the Japanese foods in his/her store and to discuss his/her findings with the students during their visit.

E. Prepare the students for the field trip by having the whole class make a list of 9 Japanese food items from their KWL charts that might be found in the local grocery store.

F. Conduct the field trip and bring back collected information about Japanese food items to the classroom for further reference during future lesson activities.

G. After returning to the classroom, ask the following questions:

1. What types of Japanese foods are exported to the United States?
2. Why do the Japanese export certain types of food to the United States?
3. Do you think the Japanese eat many of the foods that are exported to the United States?
4. Are some of the traditional foods eaten by the Japanese unique to their culture?
5. What are some sources of information that we can use to learn about the foods eaten in Japan?

H. Introduce a list of foods commonly eaten by Japanese elementary students (Appendix 2). This list will be presented in English and in Japanese using *romaji* (Roman alphabet). Identify selected words and have the students practice the English and *romaji* spelling and pronunciation. The students can make picture flash cards of foods and words which can be used to reinforce picture/vocabulary skills.

I. Have children bring in food advertisements from local newspapers. Discuss the types of foods being advertised in U.S. newspapers along with cost. Present Appendix 3 which displays Japanese food items along with their cost in *yen*. The children will probably ask about the symbol for *yen* and this will be the time to introduce how to convert from Japanese *yen* to the U.S. dollar and vice versa. Contact a local banker or read the newspaper business pages to get the current conversion rate.

J. As a small group project, construct a Venn diagram (Appendix 1) from information gained in procedure I to develop the concept of food differences and similarities between the United States and Japan. Have each group display and explain their Venn diagram to the total class. (Units of weight and volume differ in Japan and the U.S., so be aware of this if price comparisons arise).

K. Divide the class into groups of three or four. Each group will be asked to collect, organize, and assemble a booklet of Japanese recipes. Sources of recipes are available in libraries, on the World Wide Web, and in specialized cookbooks (see Supplemental Resources).

L. Conduct a whole class discussion on how traditional Japanese meals must be aesthetically pleasing, in harmony with nature, and how the natural flavor of the foods is preserved. Explain that foods are arranged so they artistically complement each other by color, texture, and shape. Only the freshest of ingredients are used, with few spices, to preserve natural flavor. Foods in season are emphasized.

M. Each small group will select one recipe from their assembled booklet and prepare it for the class. The groups will organize and make oral presentations explaining the ingredients used, the required preparation, and any special significance of this food to the Japanese people.

N. Prior to eating the prepared Japanese food, the whole class will be taught proper handling of *hashi* (chopsticks), and will practice using them (see Appendix 4). Distribute the chopsticks to the students and have them practice picking up cotton balls, dried beans, uncooked macaroni, small wads of paper, M & Ms, etc. A game could be created where teams of students compete with each other in picking up objects. The first team to pick up all of the items would be declared the winner.

O. Proper chopstick etiquette will be demonstrated by the teacher and then practiced by the students. Examples of proper etiquette are:

1. Do not stick your chopsticks into rice so that they look like flagpoles.
2. Do not spear food with chopsticks.
3. Use the pair of chopsticks in one hand.
4. Do not point chopsticks at anyone or anything or wave them in the air.
5. Do not suck on the chopsticks.

P. The class will be divided into groups for tasting Japanese foods. The students will demonstrate proper *hashi* etiquette while initiating dialogue centered around the following culminating lesson questions:

1. How do your eating habits compare with those of Japanese elementary students?
2. How do you spell and pronounce commonly eaten Japanese foods?
3. How much does food cost in Japan? Can you convert *yen* prices into U.S. dollars?
4. Are certain Japanese food products unique to Japanese culture?
5. What imported Japanese foods might be found in local grocery stores in the United States?

Q. After cleaning up the room, each group will be given time to prepare for a short oral presentation answering the above questions. Each group's responses will be written on chart paper. After careful analysis, the entire class will create a final chart following the KWL strategy What I Have Learned (see Procedure A and Appendix 1).

R. A culminating activity for a Japanese unit would be the planning, organizing, and implementing of a program for parents. This program should be interdisciplinary and should include various Japan-related activities such as art, music, foods, language arts, geography, history, and physical education.

Plan the program so students would demonstrate their newly gained knowledge and skills centering around Japan. Oral reports, demonstrations, tasting of food, displaying of projects, and student involvement would make this a memorable culminating activity.

ASSESSMENT

- Students' assessment during the lesson will be based on the quality and completion of the following:
  1. the KWL and Venn charts
  2. oral pronunciation and spelling of Japanese food vocabulary
  3. converting Japanese *yen* to U.S. dollars and vice versa
  4. completion of Japanese recipe booklets
  5. oral presentations
  6. demonstration of proper *hashi* (chopsticks) etiquette
  7. class discussions

EXTENSION AND ENRICHMENT

The process involved in gaining information about Japanese foods is an important component of this lesson. It is recommended that elementary school children become active learners by becoming involved in the World Wide Web (WWW).

Students should be taught the skills of using the computer, and how to use a web browser, e-mail, and a newsreader in gathering information on a wide variety of Japanese topics. It is essential to learn how to independently access Internet resources by understanding a Uniform Resource Locator (URL). This will allow students to type in a home page address without going through a lengthy browse. The following URL home page addresses relating to Japan will get elementary students going on the World Wide Web.

http://www.altavista.digital.com

An especially advanced search index. Type in a Japanese topic and multiple home pages dealing with the topic will become available to students.

http://www.indiana.edu/~japan

National Clearinghouse for U.S.-Japan Studies home page

http://www.twics.com/~robbs/tokyofood.html

Tokyo food page. Recipes can be found here.

http://jw.stanford.edu:80/KIDS/LIBRARY/DICT/kids_dict_vegetables.html

A home page with pictures of vegetables with Japanese spellings. Also at this address are a series of pages with pictures of items with Japanese spellings. Type the same information above but after the word **dict_** type the following:

_fruits.html	fruits with Japanese spellings
_animals.html	animals with Japanese spellings
_numbers.html	numbers with Japanese spellings
_person.html	human body with Japanese spellings
_shapes.html	geometric shapes with Japanese spellings

Japanese elementary students, their teachers, and parents are eating more Western types of food today. Ask students why they think this is happening. Have the students research which Western fast food restaurants are located in Japan.

SUPPLEMENTAL RESOURCES

Andoh, Elizabeth. *An American Taste of Japan.* New York: William Morrow & Company, Inc., 1985.

Belleme, Jan and John. *Cooking with Japanese Foods: A Guide to the Traditional Natural Foods of Japan.* Garden City Park, NY: Avery Publishing Group, Inc., 1993.

Bernson, Mary H. and Linda S. Wojtan. *Teaching About Japan: Lessons and Resources.* Bloomington, IN: National Clearinghouse for United States-Japan Studies and ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS), 1996.

Friedman, Ina R. *How My Parents Learned to Eat.* Boston: Houghton Mifflin, 1984.

Japanese Cooking Class Cookbook. New York: Publications International, Limited, 1984.

Katz, Gail Weinshel. *Japanese Cooking.* London: Evans Brothers, 1978.

Parisi, Lynn, Jacquelyn Johnson and Patricia Weiss, Eds. *Japan in the Classroom: Elementary and Secondary Activities.* Boulder, CO: Social Science Education Consortium, Inc., 1993.

Sugano, Kimiko. *Kimiko's World: Cooking, Culture and Festivals of Japan.* San Francisco, CA: Strawberry Hill Press, 1982.

Tsuji, Shizuo. *Japanese Cooking: A Simple Art.* New York: Kodansha International, Ltd., 1980.

Wojtan, Linda S. *Rice: It's More than Food in Japan—Japan Digest.* Bloomington, IN: National Clearinghouse for U.S.-Japan Studies, 1993.

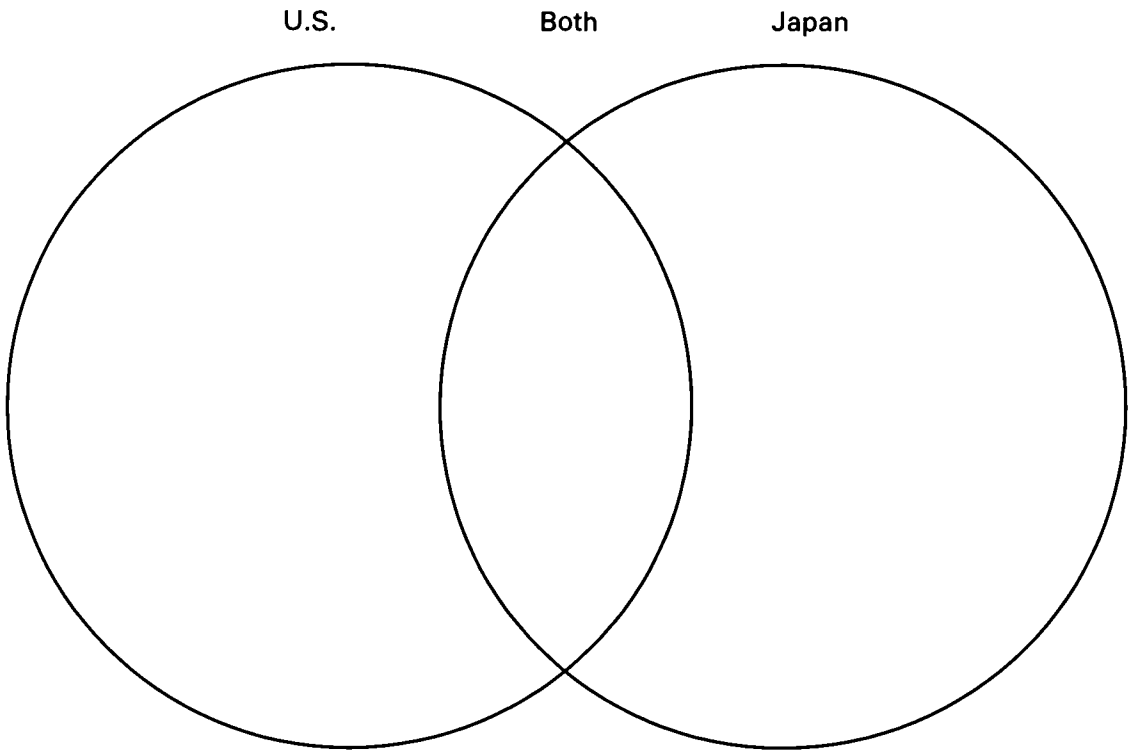
World Wide Web address http://www.twics.com/~robbs/tf-recp.html. *Tokyo Food Page Japanese Recipes.* A World Wide Web home page: Japan, 1996.

APPENDIX 1
KWL AND VENN DIAGRAMS

KWL Diagram

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I HAVE LEARNED

Venn Diagram



APPENDIX 2: JAPANESE FOOD VOCABULARY

Fruit: Kudamono

apple	ringo
banana	banana
cherry	sakuranbo
grapes	budou
orange	mikan
peach	momo
pear	nashi
persimmon	kaki
pineapple	painappuru
strawberry	ichigo
watermelon	suika

Vegetables: Yasai

asparagus	asuparagasu
bamboo shoots	takenoko
beans	mame
bean curd	toufu
carrot	ninjin
celery	serori
Chinese cabbage	hakusai
corn	toumorokoshi
cucumber	kyuuri
eggplant	nasu
green pepper	piiman
Japanese radish	daikon
lettuce	retasu
mushroom	shiitake
dried seaweed	nori
onion	tamanegi
potato	jagaimo
pumpkin	kabocha
rice	kome
tomato	tomato
turnip	kabu

Miscellaneous

green tea	ocha
soy sauce	shouyu
salt	shio
pepper	koshou
mustard	nerigarashi
rice balls	onigiri
chopsticks	hashi
tuna	maguro
beef	gyuuniku
chicken	toriniku
milk	gyuunyuu
water	mizu
eggs	tamago
noodles	men

Guide to Pronunciation

a as in "about"

e as in "egg"

i as in "ink"

o as in "Ohio"

u as in "zoo"

g as in "go"

ei as in "say"

ai as in "sky"

oi as in "boy"

Divide words into syllables by breaking after every vowel. (Examples: Sa/yo/na/ra/ and To/kyo)

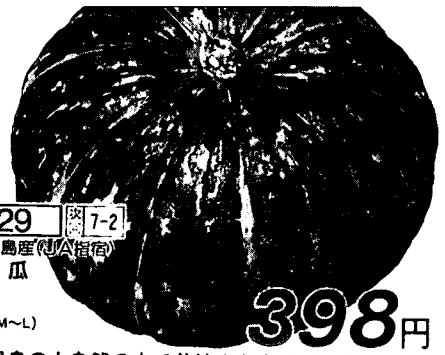
Pronounce every letter.

The Japanese r is pronounced as a very soft "d."

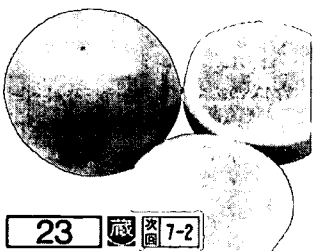
APPENDIX 3
NEWSPAPER ADS

写真は150ｇです。

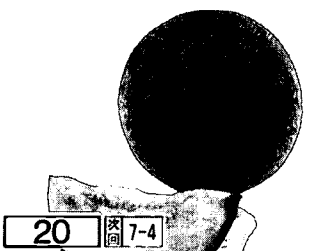
18
山形産
さくらんぼ(150g)
150g
498円
旬を最も感じさせる果物のひとつ、さくらんぼをお届けします。品種は佐藤錦です。
0109307



29 次回 7-2
鹿児島産(JA指宿)
南 瓜
1玉(M～L)
398円
鹿児島の大自然の中で栽培されたえびす南瓜です。ビタミンAが豊富に含まれています。
0112524



23 歳 次回 7-2
スワジランド産
グレープフルーツ(ホワイト)
2玉
298円
OPP(防瘢剤)TBZ(防カビ剤)等使用しない安心安全なグレープフルーツです。
0120999

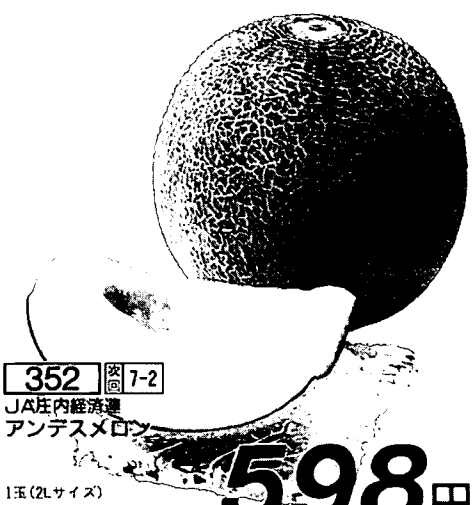


20 次回 7-4
山形産
サンデーレッドメロン
1玉(Lサイズ)
880円
果肉は鮮やかなサーモンピンクの大玉系メロン。上品でまろやかな味です。1kg以上。
0122870

○有頭えび(6尾)
1,580円

31 次回 7-2
福岡産
巨 峰
300g
548円
大粒で食べごたえ充分。甘味たっぷりです。冷やしてどうぞ
01094

生産者3名により原木栽培されたしいたけです。
形、サイズは不揃いですが味に変わりはありません。通常より増量規格でお届けします。
0111485
15 歳 毎週
広島産
生しいたけ
1パック(サイズ混)
98円



352 次回 7-2
JA庄内経済連
アンデスメロン
1玉(2Lサイズ)
598円
花しぼりが柔らかくなったら食べ頃です。食べる2～3時間前に冷蔵庫へ。950g以上
0103226

温暖な気候条件により食味の良い玉葱ができます。サラダでも煮ても美味しい玉葱です。
0123646

14 次回 7-3
淡路島産(淡路島友の会)
淡路島産玉ねぎ(1kg)
1kg(L・M混) **158円**

ビタミン類が豊富で栄養価の高い野菜です。和・洋・中華の万能野菜です。
0111089

16 蔵 次回 7-2
大分・宮崎産
ピーマン
1袋(140g) **98円**

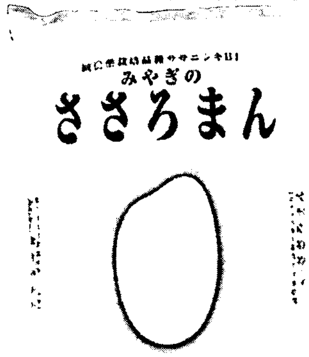
22 次回 7-2
徳島産(JA阿南市)
ハウスみかん
400g(5〜8玉パック) **498円**
初夏に甘くておいしい果汁をたっぷり含んだノーワックスのハウスみかんです。 0108375

シーズン 最終

21
沖縄産
パイナップル(沖縄産)
1玉(950g以上) **480円**
沖縄のふりそそぐ太陽の下で育まれたもぎたての味。熱帯の味をお楽しみ下さい。 0122789

米

産地精米で、安心の味をお届けします。 新登場



364
新しい発想で生まれた
環境と人にやさしいササニシキです
減農薬栽培
宮城ささろまん
お試し価格
5kg **2,390円**

米どころで知られる宮城県の「ササニシキ」という品種のイモチ病耐性を強め、農薬の使用回数と量を減らすことができました。「栽培塾」に通った生産者による、こだわりのお米です。 1001354

シーズン 新登場

ここがおすすめ
桃を見ると、いよいよ真夏だなって感じがしてワクワクします。ジューシーで甘〜い桃、これから8月にかけてが旬なので、楽しみです!

「白鳳」は果肉がなめらかで果汁が多く、糖度も高いのが特徴です。桃の品質は収穫時の天候に大きく左右されますが、極力選別を強化して、品質のよいものをお届けします。
0103317

1 次回 7-2
岡山・福岡・和歌山産
桃(白鳳)
4玉(L、M各2玉) **598円**

32 次回 7-2
鳥取産(JA大栄町)
すいか
1玉(5.5kg以上) **1,980円**
数年来の実績で、味、品質共に好評の産地からお届けします。良く冷やしてどうぞ。 01024

358 蔵 次回 8-5 賞 10日
名城食品
信州安曇野そば
3食(330g)スープ付 **298円**
良質の信州そば粉(30%)を使用しそばの風味を生かした歯切れの良いそばです。 5003348


フルーツ特集
●愛媛みかん
1.5kg
450円
おせちのデザートにみずみずしさいっぱい。
●サンフジ(岩手産)
6コ 580円
●国産キウイフルーツ
3コ 298円
●天津甘栗
500g入
680円
●中国落花生
1kg入
780円
●長野産市田柿
1パック
298円


農協ローファットミルク
NOKYO LOWFAT MILK
農協
●農協ローファットミルク
188円の品
148円


100g当り
156円
355
8-1
協同ミート
国産豚ローストンカツ用
500g(6枚)
780円
柔らかくジューシーなロース肉を使用。1枚80g前後で使いやすさを追求しました。
0312801

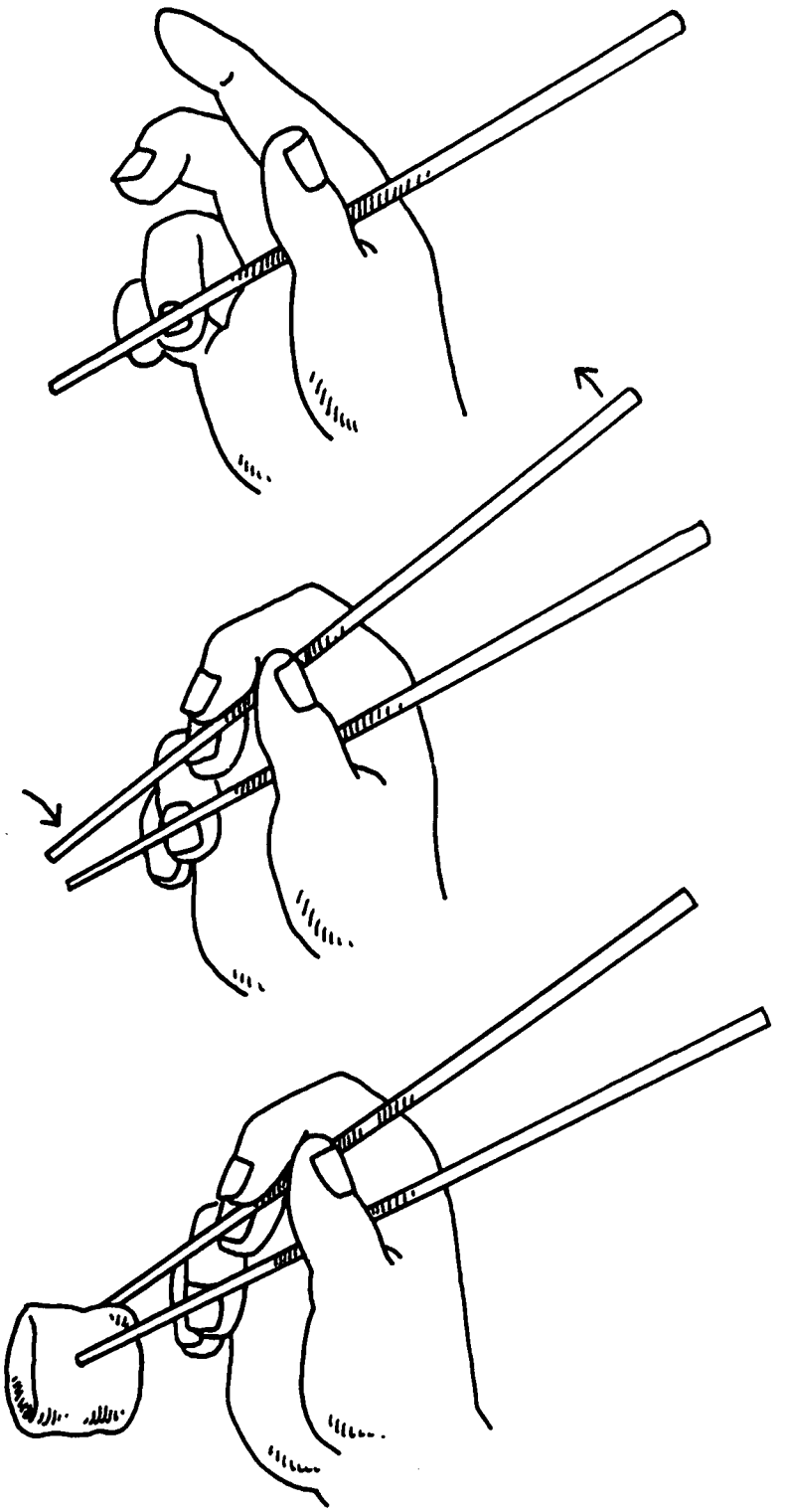

年越そば特集
今年の健康をよろこび、
一家でニコニコ年越そば!
●年越そば(ゆで)
1食入
63円
2食入
118円
●深大寺生そば
(3食入・スープ付)
278円
●善光寺生そば
(2食入・スープ付)
228円
●クレナイ信州とろろそば
(250g)148円の品
128円
●桝田屋信州そば
(500g)215円の品
178円
●削りパックソフト
(5g×5パック)
218円の品
189円
●平子煮干
(180g)
298円
信州そば
●信州そば
(250g)98円の品
88円

APPENDIX 4
USE OF CHOPSTICKS

How to Use Chopsticks

1. Hold the lower chopstick in the crook of the thumb. It remains still.
2. The upper chopstick is held between thumb, index, and middle fingers. It is moved up and down.
3. Keeping the lower chopstick still, practice moving the upper one so the points touch. Then pick up an object using this same motion.

Source: *Japan.* World Neighbors Series. Cypress, CA: Creative Teaching Press, Inc., 1994, page 23.



TOPIC

Population and Environment – How the Japanese Deal with Pollution

by Katya Zablotney
Walker-Grant Middle School, Fredericksburg, Virginia

NCSS STANDARDS-THEMATIC STRANDS

III. People, Places, and Environments

h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;

k. consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region and beyond.

INTRODUCTION-PURPOSE/RATIONALE

As a small island country with the seventh largest population in the world, Japan faces serious environmental problems. Seventy percent of Japan is covered by mountains, so the amount of land available for people to live on is limited. Almost half of Japan's population resides in the urban areas of Tokyo, Osaka, and Nagoya, so that a large number of people live in a very small area. In addition, since World War II there has been rapid industrial growth, with a corresponding rise in pollution. The combination of a large population and heavy industry in a small area has caused the Japanese to take environmental issues very seriously. In this lesson, students will examine how population and industry affect pollution in Japan, and discover how the Japanese citizens, government, and businesses work together to fight pollution.

RECOMMENDED GRADE LEVEL/COURSE PLACEMENT

Fourth and fifth grade

OBJECTIVES

Knowledge – Students will:

- describe how population and industry contribute to pollution in Japan.
- identify measures that the Japanese people have taken to address pollution.

Attitude – Students will:

- appreciate the complex nature of environmental issues.

Skills – Students will:

- develop their own solutions to environmental problems in Japan.
- discuss and analyze how these issues would affect different groups of people (e.g. citizens, companies, etc.).

TIME ALLOTMENT

Three to four days

RESOURCES NEEDED

- topographical map of Japan
- chart paper
- Appendix 1: Population and Environment Group Worksheet
- Appendix 2: How the Japanese Fight Pollution
- Appendix 3: Environmental Debate Worksheet

PROCEDURE

A. Distribute Appendix 1. Have the students move their desks into groups of various sizes. Ask the students to imagine that they have to fit twelve times as many students into their group, and they must use the worksheet (Appendix 1) to calculate how many students that would be. When each group has calculated the correct answer, ask the students to use the worksheet to list what problems would arise if that number of people were actually in their group. After the students have had time to brainstorm, discuss their answers. Explain that in Japan, there are 12 times as many people per square mile as in the United States. This lesson is about how the dense population of Japan creates environmental problems, and how the Japanese deal with these problems.

B. Ask students to look at the map of Japan and describe the geographical features that they notice. Where in Japan do they think most citizens live? Explain that, because so much of Japan is covered with mountains, most of the Japanese people live in a very small area. Almost 50 percent of the Japanese people live in Tokyo, Osaka, and Nagoya. Ask each group of students to come up with a list of environmental problems they think these cities might have. Discuss the students' answers, and explain that when so many people live in a small area, there will be problems with air pollution, waste disposal, water quality, and noise pollution.

C. Ask students to now consider what impact factories would have on the residents of these cities. What problems would they cause? Discuss how the presence of factories increases the incidence of air, water and noise pollution.

D. Now that the students have an understanding of the environmental problems facing Japan's cities, give each group the name of a Japanese city: Tokyo, Osaka, Nagoya, Hiroshima, Kawasaki, etc. Inform each group that they have been appointed to a task force whose goal is to come up with a plan for decreasing the pollution in their city and increasing the quality of life for its citizens. Each group must consider what citizens, companies, and government must do to decrease pollution in their city. Have groups write their plan on chart or poster paper, and each group can present its plan to the class. After each group has had a chance to show its plan, compare them with the actual methods the Japanese have used to combat pollution (Appendix 2). Discuss how they are the same and how they are different.

E. Divide the class into three groups: citizens, car manufacturers and government officials. Tell the class that a car company wants to build a factory in their city. How would each group feel and why? Have each member of each group use the worksheet (Appendix 3) to plan out their arguments for or against the factory, and then have the students debate whether or not to build the factory. The students should try to find a resolution that will make as many people happy as possible. At the end of the debate, take a vote to approve or disapprove the building of the factory. Then discuss whether the students think they have reached a reasonable conclusion, and why.

ASSESSMENT

- Students' knowledge and comprehension can be assessed through their answers on their worksheets, their discussion in the debate, and by asking them to answer the following questions in written form: How do population and industry contribute to pollution in Japan? What has been done to reduce this pollution? What should a city consider when planning to allow a factory to be built? In what ways do the United States and Japan have similar pollution problems, and what are some methods we both use to solve these problems?

EXTENSION AND ENRICHMENT

- Nature and the environment are very important to the Japanese people. Have the students make posters instructing people on how to cut down on pollution.
- The United States and Japan share many of the same environmental problems. Ask the students to research pollution in Japan and the United States, and compare how the two countries fight pollution. Which country do they think is doing a better job at controlling pollution?
- Have the students research the population of their own city and calculate the population if there were twelve times as many people. How would their city be different? What problems would arise? What could they do to deal with these problems?
- Have the students pretend that the car factory in Appendix 3 is being built in their town. How would their opinions change? Have them stage the debate for the class.

APPENDIX 1
POPULATION AND ENVIRONMENT GROUP WORKSHEET

You are going to be investigating what happens when a large group of people live in a small area. First, count the number of people in your group, and calculate how many people would be in your group if it had 12 times as many people in it.

NUMBER OF PEOPLE IN GROUP: _____ x 12 =_____

Next, imagine that you actually have this number of people in your group. What problems do you think the group might have? List them below.

SPACE PROBLEMS – How would having less space affect your group?

1. _____

2. _____

3. _____

NOISE PROBLEMS – Would more people mean more noise, and what problems would this create?

1. _____

2. _____

3. _____

CLEANLINESS PROBLEMS – Why would it be hard to keep your area clean?

1. _____

2. _____

3. _____

APPENDIX 2
HOW THE JAPANESE FIGHT POLLUTION

Because there are so many people in Japan, citizens, government and businesses have to work together to control the pollution that so many people can create. Here are some of the methods that they use.

Citizens

- Recycle paper and cans in homes and schools.
- Organize groups of citizens to protest against companies which create pollution.

Government

- Makes companies which create pollution pay for the damage they do.
- Requires that garbage be sorted into combustible and non-combustible types.
- Has established limits on emissions from cars and factories to fight air pollution, and limits on emissions from waste water from factories to fight water pollution.
- Has organized more efficient sewage systems to accommodate the growing population.
- Has created Environmental Agency in 1971 to stop the spread of pollution.

Businesses

- Are increasing use of computer networks to cut down on use of paper and create a "paperless" operation.
- Recycle paper that is used in offices, use recycled paper in copying machines and use both sides of paper when possible to cut down on waste.
- Recycle as many materials as possible used in factories (e.g. plastics, steel).
- Purify waste water from factories before pouring it into the ocean.
- Cut down on noise pollution by designing factories which have no windows in areas of the factory that face citizens' homes.
- Are developing new ways to recycle different materials and are making products from recycled materials.
- Car companies are designing cars which create less pollution.

APPENDIX 3
ENVIRONMENTAL DEBATE WORKSHEET

A car company wants to build a new factory in a city in Japan. Is this a good idea? Your teacher will divide your class into three groups: citizens, car manufacturers, and government officials. Use this sheet to plan out your arguments for or against the factory, based on the group you are assigned. In making your plan, you need to consider how each group would answer the following questions: How could this factory help our city? How could this factory hurt our city? What effects would this factory have on my particular group? Your goal is to come up with a decision which satisfies the members of all three groups.

MY GROUP:

HOW THIS FACTORY COULD HELP THE CITY:

HOW THIS FACTORY COULD HURT THE CITY:

HOW THIS FACTORY COULD AFFECT MY GROUP:

BASED ON THE INFORMATION ABOVE, I THINK THAT WE SHOULD:

National Council for the
Social Studies

3501 Newark Street, NW
Washington, DC 20016

202 966-7840
202 966-2061 fax
www.ncss.org

ERIC Clearinghouse for Social Studies/
Social Science Education

Social Studies Development Center of
Indiana University

2805 East Tenth Street, Suite 120
Bloomington, Indiana 47408-2698

800 266-3815
812 855-3838
812 855-0455 fax

ericso@ucs.indiana.edu

NCSS Publications
ISBN 0-87986-074-X
NCSS Order No. 409702

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

REPRODUCTION BASIS

☐ This document is covered by a signed "Reproduction Release (Blanket) form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☑ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").